

CTA *Journal*

DECEMBER
1958

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CTA Journal

VOLUME 54

NUMBER 9

DECEMBER, 1958

CALIFORNIA TEACHERS ASSOCIATION

693 Sutter Street, San Francisco 3

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— This issue: 98,000 copies printed. —

J. Wilson McKenney, Editor

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FROM THE FIELD

... statewide professional news

ELECTION RETURNS showing Democratic control of both houses of legislature may indicate liberal attitude in meeting financial needs of schools, say political observers. November 4 mandate of voters was clear on Proposition 17 (4 to 1 defeat of tax-juggling proposal which would have hurt school resources), Proposition 2 (passage of \$220 million school bond proposal) and Proposition 3 (providing \$200 million for state construction, including state colleges and university). Passage of Proposition 9, setting new schedule of bill presentation in legislature, will create new problems in assessing policy on educational issues through full session. Proposition 13, which would have made the superintendent of public instruction an appointive position, was swamped almost 2 to 1 in "No" votes.

ATLANTIC MONTHLY, December issue, contains an article by Dr. Arthur F. Corey, CTA executive secretary, which answers the criticisms of public education in California expressed by Mortimer Smith in September issue. Dr. Corey cites the erroneous impression created by Smith in reference to California's ranking on 1943 and 1955 general educational development tests and corrects other inaccuracies. Frank O. McIntyre, CTA Southern Section Public Relations director, wrote a rebuttal statement which was published in the November 6 editorial page of Los Angeles Times.

KQED, under a license issued to Bay Area Educational Television Association, has been operating since June 10, 1954. Although educational television stations are operated by universities in Washington, Oregon, and Utah, KQED is the only ETV station now licensed in California. KVIE, Channel 6, Sacramento, was issued a construction permit last July and a community-supported station is being planned at Portland, Oregon.

CTA MEMBERSHIP for 1959 had reached 16,933 on October 31, almost twice the number of 1958 registrations that had reached the state office on the same date a year ago. Total membership for 1958 reached 95,050. CSTA membership for 1958 reached 4,350 and the 1959 enrollment had reached 25 per cent of that figure on October 31.

MILLIE MUNSEY, Bakersfield, teacher of Chief Justice Earl Warren, (*CTA Journal*, January, 1956) will be 82 years old January 26. She was a special guest September 4 at "Earl Warren Day" ceremonies when the Chief Justice returned to his boyhood home on the 50th anniversary of his graduation from high school.

STATE SCHOOL FUND for the fiscal year 1958-59 is estimated to be \$574,903,625.

KENNETH R. BROWN, Professional Services Executive, has taken a six-month leave of absence from CTA staff effective November 18 to conduct a national study of working conditions of classroom teachers for NEA Department of Classroom Teachers. As director of the project, Dr. Brown will draw up a blueprint of standards of working conditions for classroom teachers and administrators which will guarantee each child optimum opportunities for learning. NEA will publish the blueprint and seek ways and means of implementing it. The study was made possible by an NEA grant. Dr. Brown, former CTA Research director, has served the past year as staff consultant to CTA Educational Policy Commission and has coordinated the work of CTA's other three commissions. He will remain on CTA payroll, reimbursed by the project fund, and will return to California next May 31.

ARTHUR M. PETSCH, whose story appeared in *CTA Journal* (October, page 20) and who died on August 31, has been honored by creation of a scholarship fund in his name at El Segundo high school. On October 30 the fund had reached \$1700, from which scholarships will be awarded annually to graduates who intend to enter teaching.

SCHOOL LIBRARY ASSOCIATION of California, a CTA affiliate, heard Dr. Frederick Mayer of University of Redlands speak on "The Quest for A Good Life" at the annual dinner meeting, Mission Inn, Riverside, November 8.

ALAMO Teachers Association, Contra Costa county, filed application for CTA local charter No. 600. No. 601 has been issued to Denair Unified Teachers' Association in Stanislaus county.

CJII—California Journal of Instructional Improvement, Volume 1, Number 1, was published in October by California School Supervisors Association. Editor James Squire and Business Secretary Diane Winokur were assisted by CTA Publications staff. Second issue will be out this month. New name, recently adopted, is California Association for Supervision and Curriculum Development.

INTERNSHIP program to prepare junior college teachers, supported by a three-year grant from Fund for Advancement of Education, has been announced for University of California at Berkeley next summer. Applicants must have M.A., no previous education courses. (Room 8, Haviland Hall, Berkeley campus, UC).

AFTER 17 YEARS as a businessman, 45-year-old William Holliday of Salinas enrolled as a sophomore education major at Hartnell college, became president of the Education Club. Having operated stores, restaurants, and service stations, he has now decided to become a teacher.

THOMAS L. NELSON, educator for 29 years and former superintendent of Berkeley unified school district, has "retired" to become an engineering consultant. His successor at Berkeley is CARL H. WENNERBERG, formerly of Whittier.

EDUCATION, U.S.A.

..... national professional news

E. D. GOLDMAN, assistant superintendent for adult and vocational education in San Francisco city schools, was installed as president of the National Association of Public School Adult Educators (NAPSAE) at the sixth annual conference in Cincinnati November 7. Speakers at the 3500-member conference included U.S. Commissioner of Education Lawrence G. Derthick and Lyle W. Ashby, NEA assistant secretary for educational services.

AFT—American Federation of Teachers—at its convention in Milwaukee last August claimed a total membership of 53,025 in 1958, an increase of 2,808 in one year. Meanwhile, number of dues-paying locals declined from 421 to 410. California AFT membership for 1958 was given at 2,225 in 29 locals, with 68 per cent in four locals: Los Angeles, San Francisco, Contra Costa county, and Oakland, in that order.

MRS. LOUISE B. GRIDLEY, executive secretary of CTA Bay Section for the past eight years, will retire July 1. **HUGH PAGE**, assistant executive secretary, will succeed her. A former teacher at Berkeley high school, Mrs. Gridley had served on the CTA board of directors, as NEA director, chairman of the state retirement committee, member of the State Teachers Retirement Board, and president of Bay Section. She guided the Section through a doubling of membership, construction of new headquarters in Burlingame, and expansion of staff from three to 13 employees.

THREE-FIFTHS of the students attending 1958 high school summer sessions in California were enrolled in solid academic courses.

COUNCIL of CTA Southern Section elected Russell Hadwiger, Riverside, and Frank Alexander, Lynwood, to vacancies on its board of directors, both terms ending next June 1.

NURSERY EDUCATION WEEK has been set for February 1-8 by the California Association for Nursery Education. Groups interested in childhood education are urged to plan special activities for this week. Mrs. Edith B. Storey, Fresno, is president of CANE.

STATE COLLEGES are offering a variety of new courses: Fresno offers television classes in physical sciences and philosophy. Sacramento offers a 17-lecture series on space technology. San Jose has an evening extension program in engineering which is drawing large enrollment from industrial employees.

RICHARD D. HAYDEN, teacher, earlier named "Young Man of the Year" at Chico, was recently elected chairman of the board of directors of Chico area Red Cross.

SCIENCE TEACHERS have received announcements and full details about the 18th annual Science Talent Search, sponsored by Science Clubs of America and Westinghouse. Contestants will complete examinations this month, submit essays and personal data sheets. Forty young scientists will attend a Science Talent Institute in Washington late in February; five will receive four-year scholarships.

SPECIAL CEREMONIES in the Nation's capital February 8-10 will mark the dedication of National Education Association's gleaming new 8-story \$7,000,000 headquarters building. Funds to build the new center were contributed by a half-million teachers during a five-year campaign launched in 1953.

NATIONAL LIBRARY WEEK has been set for April 12-18. Sponsored by American Library Association and endorsed by NEA and PTA, observance has gone international, with Canada participating. **BROTHERHOOD WEEK**, sponsored by National Conference of Christians and Jews, will be observed February 15-22. Aim is to promote ideals of respect for people and human rights.

NEA LEGISLATIVE GOALS for 1959 feature enactment of a refined version of \$4.5 billion Murray-Metcalf bill, which was sidetracked in the 85th Congress by passage of the National Defense Education Act. The Murray-Metcalf bill would provide \$25 of federal money for each school age child the first year, rising to \$100 in four years.

DEBATES, case studies, and reports of research studies will be features of AASA's annual convention in Atlantic City, N. J., opening February 16. Using the theme "Education and the Creative Arts," the administrators will have 23 of their 100 group sessions on some form of the arts. Concluding the five-day meeting will be an appearance of Van Cliburn, brilliant young American pianist.

SAN FRANCISCO will be the scene of the 19th annual convention of the National School Boards Association January 26-28. Carl B. Munck, Oakland attorney, is president of NSBA and will wield the gavel in discussions of "Improving Education—A Free People's Responsibility."

MALCOLM NILES, 20, a graduate of Fortuna high school, Humboldt county, was named Star American Farmer for the Pacific region at October national convention of Future Farmers of America. He was California's "Star State Farmer" in 1956.

ROCKEFELLER Special Report on Education, called "The Pursuit of Excellence" in its initial announcement last summer, has been summarized in November issue of *Reader's Digest*. The report is also the basis of a series of articles titled "The Meaning of America," which started November 2 in *This Week*, Sunday newspaper supplement.

IMPROVING LEADERSHIP for elementary schools is the theme of the 1959 annual meeting of NEA Department of Elementary School Principals, which will be held at Los Angeles February 28-March 4.

CALENDAR

DECEMBER

- 5- 6—STATE COUNCIL OF EDUCATION; Ambassador Hotel, Los Angeles
- 4- 6—CSTA State Executive Council; Los Angeles
- 9—California Retired Teachers Association state board meeting; Los Angeles
- 10—Northern Section officers meeting; Sacramento
- 12—Bay Section board of directors; Burlingame
- 12—Central Section board of directors; Fresno
- 12—Southern Section board of directors, Los Angeles
- 12-13—Northern Section bylaws and policies committee meeting; Sacramento
- 13—State board of directors; San Francisco
- 13—Central Section advisory council; Fresno
- 16—Legislative meeting of CTA affiliates, San Francisco
- 14-17—National Field Service Association; Washington, D. C.
- 24-27—CTA State Offices Closed—Christmas Holiday

JANUARY

- 1—CTA State Offices Closed—New Year's Day Holiday
- 2—Southern Section board of directors; Los Angeles
- 3—Advisory Panel on Evaluation of Program and Services; San Francisco
- 9—Educational Policy commission; San Francisco
- 6- 8—CCPT state board of managers meeting; Sheraton-Palace Hotel, San Francisco
- 9—Bay Section board of directors meeting—council (Jan. 10); Burlingame
- 9—Southern Section chapter presidents workshop; Los Angeles
- 9-10—Northern Section council (Jan. 10), local presidents, classroom teachers executive committee, and planning committee; Auburn
- 10—Central Section council; Visalia
- 10—CESAA North Coast section meeting; Brookings

- 10—Southern Section council meeting; Los Angeles
- 10—California Association Future Homemakers of America, state executive council; Sacramento
- 15-17—State Board of Education meeting; California School for Deaf; Riverside
- 17—State Board of Directors; San Francisco
- 17—North Coast Section field conference; Stewart School; Arcata

LETTERS from readers

The Noes Swamped It

I believe that it was a basic error of the Proposition 16 proponents to attempt to create tensions between public education and those in non-public schools. The solution of California's pressing school problems requires the harmonious and wholehearted efforts of every interested citizen. Mr. Sardella should have clarified the "we" for whom he spoke.

As Mr. Sardella (writer of a letter published in November *CTA Journal*) knows, Proposition 16 was literally buried in an avalanche of "no" votes. What disturbs me most is that the CTA had space for his letter.

LLOYD D. LUCKMANN
San Francisco

The letter you disliked was set in type for use in our October issue, along with another of opposing view. Space limitation would not permit use of any communications from readers until November. We admit to a tactical error in printing Mr. Sardella's comment without an alternate opinion . . . leaving that to the symposium in October issue. The writer did NOT state CTA views, as clearly indicated on Pages 7 and 33 of October issue.—Editor

Let us in the public schools stay apart from bigotry and prejudice if we are to help our students to think clearly and rationally. Public schools and private and parochial schools have worked side by side in this country for many years. Let us be on the alert to protect this American tradition of freedom in education.

EVELYN MARCH
South Gate

Label on Cover

I enjoy the *CTA Journal* very much and have profited from numerous articles I have read. The covers are sometimes useful and I would appreciate very much if you would put our name and address somewhere where it could still be plainly seen yet so we could use the cover pictures if desired.

NORMA CLARK
Mountain View

We appreciate your concern, which could have been no greater than ours. We try to provide attractive cover illustrations, only to have them defaced by a poorly placed address label. We have arranged with our contract mailer to use a machine (not heretofore available) which places the label in a predetermined exact position on the front cover. This month and hereafter the label will be within an inch of the bottom trim edge. We hope this will preserve the greater part of the cover.—Editor

INSURANCE SERVICE CHANGE ANNOUNCED

California Casualty Indemnity Exchange, underwriter for the CTA-approved automobile and fire insurance package plans, announced changes in operating procedures which will affect CTA members in the Central and Central Coast sections.

Effective January 1, all new and renewal policies for both auto and fire insurance for CTA members in Kern and San Luis Obispo counties will be handled from the San Francisco office of the Exchange instead of from the Los Angeles office.

This means that all underwriting, policy writing, rate quotes, answers to questions and access to master claim files will be handled in San Francisco. Written or collect telephone requests for information or rates should also be directed to the San Francisco office of the insurance company.

What Makes A Good Teacher?

Barbara Ramsey, a seventh grade student at Washington Manor school in San Leandro, wrote the *Journal*: "Our teacher asked us to write what we thought made a good teacher. She asked that I select some of the opinions expressed and send them to you." Here are the points listed by the seventh-graders:

1. A good teacher should have experience in handling children.
2. A good teacher must have self-control.
3. A good teacher must set a good example for students.
4. A good teacher must not be too strict or too easy with the children.
5. A good teacher must understand and accept his pupils.
6. A good teacher should have a pretty good sense of humor.
7. A good teacher must present subjects in a way so as to interest the pupils.
8. A good teacher must not favor any one child.
9. A good teacher must have dignity.
10. A good teacher should enjoy his work.
11. A good teacher should listen to all suggestions.
12. A good teacher should not let his personal problems interfere with his school work.



Crisis Demands Bold Action

A.F.C.

Arthur F. Corey
CTA Executive Secretary

The assertion that crisis and opportunity are complementary is more than a rationalization to bring courage and hope to our darker hours. The most beautiful sunsets are often at the end of stormy days. Uncertainty and danger are the environment which set the stage for daring leadership and creative ideas. In ominous times when hope seems dimmest, the safest course is often the boldest.

Charles Dickens begins his "Tale of Two Cities" with these words, "It was the best of times; it was the worst of times". The twentieth century is such a period.

At its worst, the present century has been a nightmare of war and devastation in which human life and human values have been wantonly sacrificed with an abandon never approached in the whole chronicle of history.

At its best, the present century is characterized by the tortuous emergence of a new sense of destiny and importance among the common people of the world.

Specific issues are usually clouded but the underlying struggle is concerned with the values men live by. The world-wide struggle between tyranny and freedom divides us in terms of the values we hold in life. Our concepts of good and evil are likewise rooted in what we believe to be important. The ethic of freedom — our belief that freedom is right — makes sense only if free societies organize themselves to enhance the values of individual human integrity and responsibility. Otherwise we could win the struggle against tyranny only to find that we were left with a people incapable of freedom and thus drift into the very tyranny which we struggled valiantly to avoid.

Americans must learn to translate the tradition of democracy and freedom from an abstract ideal to a practical working formula. The juxtaposition of geography, resources, and tradition has thrown the mantle of world leadership on our shoulders. In the fight for

human dignity, we cannot be satisfied to "muddle through" the present crisis. Although we must be firm and wise in our foreign policy, it is in domestic policy that bold and radical steps are indicated.

Freedom implies the right to make mistakes and no society can completely protect its members from the consequences of their own error. The only course possible for the perpetuation of a free society is the reduction of personal error to a minimum by the fostering of enlightenment. This is the function of education. The perpetuity of our very way of life depends on the character and quality of our educational system. The importance of this truth goes beyond local or state considerations. The Bill of Rights and the Constitution are national documents and if their implementation requires a level of education beyond that which can be supplied through the resources of individual communities and states, then the Federal Government must assert itself.

If we are waging a world struggle in defense of human values, we cannot permit the talents of our children to go undeveloped or the possibilities of tomorrow's citizens to be emasculated through preventable ignorance, mental illness and crime.

The present picture of America's schools is not encouraging. Overcrowded classes, under-trained teachers, double sessions, school building shortages, the absence of adequate mental and physical health services, are present almost everywhere.

This is a time for boldness. The present public climate of insecurity and uncertainty may offer the opportunity for drastic remedies. More money is not the only answer, but all the indicated answers will cost more money. Ten billion dollars a year, wisely added to our present annual expenditure for public education, would go far in turning national crisis into national opportunity.



Teacher Education

What preparation does a teacher require before entering the profession? How may we bridge the gap between college and classroom? Should we modify teacher certification? These and other questions **YOU** will answer in CTA's communication project.

STARTING with the new year, CTA members will have fresh opportunities to shape educational policies in California. In a communications project which may have an important bearing on future course of CTA programs and activities, informal consulting groups will be formed in all parts of the state to study issues and express opinion.

At orientation meetings held November 24 and 25 in more than 40 communities, group leaders appointed by local chapter presidents received information supplementing announcements which appeared in *CTA Journal* (page 5, October, and pages 7-8, November 1958).

Participation in the small groups which will meet at will during January and February is entirely voluntary and open to any CTA member. It has been recommended, however, that groups should not exceed 15 members. New groups will be formed as interest in the project grows.

Many educators and lay observers believe that the most pressing problems facing the profession today lie in the field of teacher education and preparation for effective classroom

service. This topic has been selected as the first in a series to be submitted to the study of consulting groups. During the first few meetings, and continuing for an indefinite period, participants will try to reach consensus on methods of educating and licensing teachers for public school service.

In the outline beginning on the next page are a few significant questions in the fields of pre-service and in-service education and licensing, together with brief arguments for and against. The outline is suggested only as an introduction and has been carefully prepared to provide a stimulant for discussion. Participants are invited to submit their conclusions on these or related questions. Group leaders will summarize and forward the group opinion to CTA's panel on evaluation of program and services, which will in turn direct its recommendations to the CTA board of directors.

Now read the *pros* and *cons* on the next four pages and make your plans to sit informally with some of your friends to debate the issues. Your intelligent weighing of these problems will determine the activities and goals of the Association in which you hold membership.

IMPROVING THE QUALITY OF PRE-SERVICE PREPARATION

Is a program of preparation for teaching needed?

This elementary question will surprise those who have long considered the answer obvious. The membership of any profession, teaching not excepted, has an obligation to state clearly whether or not it bases its particular competence on a specified preparation. The content of that preparation is another issue.

Pro. Much has been written to indicate that teaching is a profession and that its members presumably have mastered a body of knowledge and skills that generally are not possessed by non-members. The California Teachers Association supports the definition of teaching as a profession, has outlined and published a statement of the teacher's competences. The acquisition of these knowledges and skills presumably comes about through specialized programs of teacher preparation in institutions of higher education. In California forty such institutions (eleven state colleges, four branches of the university system, and twenty-five private colleges and universities) have specialized and varied programs of preparation.

Con. In spite of wide acceptance of the idea that teachers must have specified programs of preparation, there are opposing points of view which need attention. One is the persistence of statements such as: "All there is to the art of teaching can be learned while teaching," or, "Given an adequate liberal education, we have a teacher." These ideas challenge the concept of specialized professional preparation for teaching.

A second challenge to this concept is the readiness with which the profession and the public admit to teaching those who have less than the established requirements in professional preparation. Without entering into an analysis here of the merits of California's provisional credentialing, it remains that any program of substandard admission questions the necessity of professional preparation for entrance to teaching.

Should five years of collegiate preparation be required for all teachers?

In a society that is becoming increasingly well educated it is necessary that the teaching profession look carefully at its own levels of general educational preparation. The complexity of social organization, the scientific understanding needed by the citizenry, together with the additional technical professional knowledge available to teachers demand a new look at the period of collegiate time necessary to prepare a beginning teacher.

Pro. There is a strong case for increasing the general education, the liberal education, for all teachers. Yet there is danger of neglecting needed professional skills if additional academic background is squeezed into the four year baccalaureate curriculum. The answer lies in extension into a fifth year of professional and academic preparation for all teachers.

What is the case for specialization in view of the demand for teachers with more liberal education? Secondary teachers tend towards preparation programs heavy

in subject matter specialization providing less time for general education. Historically, elementary teachers have specialized through professional preparation courses and the effect has been to restrict the expansion of liberal education opportunities. Specialization at both elementary and secondary levels urges consideration of the case for the five-year program of teacher preparation.

Related to the five-year preparation issue is the current suggestion that prospective elementary teachers have a subject matter major. Although most California colleges provide that elementary education majors may qualify for the baccalaureate degree and the teaching credential, an increasing number encourage the subject matter major. A move toward additional subject matter background for elementary teachers supports proposals for a five-year preparation program.

Con. Before embarking generally on an extension of academic and professional preparation for beginning teachers it is desirable that present four-year programs be carefully analyzed to determine the effectiveness of the liberal arts and technical courses. Evaluation of current offerings may suggest elimination of non-essential, overlapping and time-wasting aspects of the program. Until the profession is reasonably sure that the four years are effectively used, the fifth and additional years should remain a part of in-service professional development.

The status of teacher supply should remind the profession that the five-year program of preparation is unrealistic. Estimated shortages of elementary teachers during the next decade indicate that even with present four-year credential requirements it will be difficult to staff elementary schools.

Should the beginning teacher have increased understanding of human growth and development?

The newly-prepared teacher must bring to his first position sufficient professional knowledge and skill so that he can be a successful beginning teacher. Because he will be able to increase his professional background and ability while in service, it is possible for his pre-service preparation to be selective rather than all-inclusive. This and the following two issues raise the question of whether or not the teacher education curriculum produces an adequate beginning competence. Other aspects of professional preparation could be subjected to similar inquiry.

Pro. The beginning teacher faces a group of pupils on the first day of school. To know of their individual differences as human beings, their expected capabilities, their growth patterns, their normalities and abnormalities, is of primary importance to teaching success. Before actually teaching, the prospective professional needs adequate opportunity to study children and youth as individuals and in groups and in differing environments. Studying youth behavior in a variety of socio-economic climates is particularly necessary. Research in human development is extensive. Teachers must be conversant with it and able to apply its findings to educational processes.

Solving problems of discipline is frequently mentioned as a hazard in beginning teaching. The teacher with adequate understanding of growth and development and adult-youth relations is more apt to solve discipline problems in beneficial ways.

Current requirements in this area of professional preparation are often no more than three semester hours in child growth and development or adolescent psychology. More extensive preparation in theory, research and a program of practical observation and participation is required.

Con. Children and youth are best studied in the realistic public school situation. The alert beginning teacher who brings the minimum theoretical background in human growth and development will have sufficient understanding to begin on-the-job study. College facilities for practical study of human growth and development are inadequate. Necessary time arrangements for an adequate program of observation and participation in connection with child study are improbable under current curricular arrangements in higher education. Because of the difficulties involved in providing more extensive pre-service experiences in study of human growth and development, it is probable that any extension of this preparation should be considered a part of in-service growth.

Should the beginning teacher have increased background in methods, materials and psychological foundations of instruction?

Pro. The days of the single method and limited instructional materials have disappeared. The application of the foundational sciences to educational procedures has brought great variety and complexity to both methods and materials. School districts also present this same variation in practice and materials of instruction. It is more than ever necessary that beginning teachers have adequate understanding of methodology and be able to make wise choice of instructional materials including methods of evaluating learning. Colleges can and should devise more extensive preparation in methods, materials and the psychological foundations for instruction.

Con. Minimum competence is now assured through at least eight to ten semester hours of preparation in methodology and related psychology. For the secondary teacher this includes courses in methods generally applicable to all teaching, special methods in particular subjects, audio-visual methods, and educational psychology. For elementary teachers methods courses often account for ten semester hours of the credential program. To increase these amounts would mean that other portions of professional and academic preparation would, of necessity, be decreased.

Should the beginning teacher have increased understanding of professional obligations?

The teacher has other basic professional functions in addition to his roles in the classroom and as a member of the school staff. One of these functions is described as being a **member of the profession**. Only members of the profession can take adequate responsibility for devising

and enforcing a functional code of ethics, establishing effective licensure, guaranteeing competent service to the public and solving many other problems through the organizational life of the profession. Teachers must have understanding and skill in this professional membership role just as they have in the other aspects of their total vocational life.

Pro. Because members of a profession face a broad complex of responsibilities, it is imperative that the preparation program introduce the prospective teacher to these obligations. Knowledge of the organizational procedures through which the profession establishes necessary controls on membership, ethically and technically are essential. In addition to this knowledge, teachers must be able to participate in the processes that safeguard and up-grade professional standards. Teacher preparation programs, while mostly concerned with developing instructional competence, should provide specifically for the future teacher's understanding of his role as a member of the profession.

Con. It is desirable of course, that teachers have adequate concepts of the many necessary extra-instructional functions of the professional worker. Again, as with certain other desired competences, some of this development must occur during the in-service period. The future teacher's heavy burden of preparation for instructional and closely related competences leaves little time for anything more than an introduction to wider professional obligations.

The profession must continuously be alert to the adequacy of the pre-service program of preparation as it is reflected by new members of the profession. In addition to the five issues outlined above, the following questions are representative of other curriculum issues in teacher education:

Does the beginning teacher have adequate understanding of the social foundations of the school?

Has the beginning teacher had sufficient observation, participation and student teaching in the public school setting?

Has the beginning teacher had sufficient experience in observing outstanding practices in laboratory or experimental schools?

Has the beginning teacher had sufficient experience in studying the school organization, school finance, and school law?

IMPROVING THE QUALITY OF IN-SERVICE EDUCATION

Should the profession urge greater efforts to bridge the gap between pre-service preparation and initial teaching?

Conferences of new teachers indicate continued need to find better ways to make the transition from college preparation to the teaching job. Employing school districts have made noticeable strides in recent years toward effective orientation of new members of the professional team. Teachers associations have provided considerable assistance in many instances.

Pro. Preparing institutions recognize the need for adequate follow-up programs. Through such programs college supervisory personnel, school district personnel, and the beginning teacher could become closely identified during the first year or two of teaching. The institution as well as its product may stand to gain by these cooperative supervisory procedures. Providing adequate staff and facilities for such a program in California awaits adequate finance and a greater expression of support from the profession.

Developing professional ties between California colleges and their teaching products in the field is made difficult by the state's geography and the wide dispersal of graduates. Rather than attempting direct college-to-teacher contacts during the first years of teaching, efforts should be made toward a bold new approach to the initial teaching experience. The internship idea, involving school districts and colleges in a joint undertaking, may be one such approach.

Con. An adequate program of pre-service preparation would make a post-graduate in-service program unnecessary. The organization of these on-the-job training programs is in itself evidence that traditional pre-service education needs to be improved. The expense and effort put into supervision and in-service education of recent graduates would be better spent in a stronger pre-service curriculum. There will still be need for some kind of job orientation for new teachers in districts, but this does not need to be conceived of as professional post-graduate study.

Should the profession urge school districts to provide more practical locally developed in-service growth opportunities for experienced teachers?

Pro. School districts that devise and finance in-service growth opportunities are insuring additional competence of the local staff. The community profits from this expenditure.

Advanced professional study is often best undertaken in the community and school district setting because academic college courses may have little relation to local needs. Cooperative projects such as curriculum development are more adequately pursued through school district in-service study. Here educational problems can be studied in a realistic setting often superior to that of the distant campus of college or university. The community is the teacher's in-service laboratory.

Con. It is desirable that teachers have frequent contact with intellectual resources available on the college

or university campus. In-service growth programs for teachers should include the stimulus that comes from faculties, libraries, and laboratories of higher education institutions. Failure to maintain continuous liaison between teachers in the field and collegiate centers of educational research may lead to greater gaps between educational theory and practice in the classroom.

Teachers are particularly conscious of the need to expand their professional knowledges and skills and to broaden and deepen their academic competence. To meet the in-service needs of a staff of over 130,000 California teachers there must exist a vast and varied program of advanced professional education in the graduate schools of the West. In addition to the issues outlined above, the following are representative of others needing the attention of the profession:

Do graduate offerings in subject matter areas meet the in-service needs of public school teachers?

Do teachers have sufficient in-service opportunity to investigate significant new areas of knowledge in the several subject matter fields?

Do classroom teachers have sufficient opportunity to pursue education courses or educational research in depth, without being channeled into supervisory and administrative aspects of education?

Should teachers have greater in-service opportunity to observe and study in laboratory and experimental schools?

IMPROVING CREDENTIALING

Should the California Teachers Association encourage interstate reciprocity in teacher credentialing?

Pro. On the horizon in teacher licensure is the definite trend toward national reciprocity. The increased movement of teachers across state lines has hastened the day when out-of-state preparation should be more completely recognized. In recent years California's forty colleges and universities have prepared approximately one-half of the state's annual need for new teachers. Credential reciprocity with other states will encourage out-of-state recruitment.

In June, 1958, the National Association of State Directors of Teacher Education and Certification proposed that graduates of nationally accredited institutions (NCATE) should, with certain provisions, be eligible in all states for teaching certificates covering their special area of preparation. This move toward reciprocity is supported by the fact that in 1957 approximately 70 per cent of the nation's supply of new teachers was prepared in institutions accredited by the National Council for Accreditation of Teacher Education (NCATE). It is estimated that by 1960, NCATE approved institutions will produce 90 per cent of the new teachers.

Con. California's interest in a five-year program of preparation for all teachers, and our present five-year program for the general secondary credential present practical difficulties in moving toward reciprocity. New proposals for licensure in this state may make it even more difficult to reconcile our requirement differences with other states.

Should the California Teachers Association continue to urge elimination of provisional credentials?

Emergency credentials, a form of sub-standard licensure for California teachers, were established in 1942 as a temporary measure to meet man-power and population problems of World War II. In 1958, the provisional credential, a descendant of the emergency, is still in use. At least 14,000 teachers, slightly more than ten per cent of the state's teaching staff, serve on these credentials now. In 1955 the State Council of Education adopted a policy that commits the Association to a program aimed at termination of the issuance of sub-standard credentials.

Pro. Proponents of the Association's policy express concern for the quality of educational service when credential standards remain low. At a time when the school must accept responsibilities more complex than ever before and the demand for more highly qualified teachers is apparent, the continuance of low licensing standards is questioned. Colleges and universities find difficulty in maintaining and improving teacher preparation programs in competition with provisional certification. That lowered professional entrance requirements have adverse effects on the ultimate supply of teachers is documented by NEA's National Commission on Teacher Education and Professional Standards. These and other factors support elimination of provisional credentialing.

Con. The state's need for teachers far exceeds its supply of fully-credentialed personnel. The provisional credential allows school districts to maintain programs that might otherwise be curtailed. Without provisionally credentialed personnel, class size would be increased and other crippling adjustments would be necessary.

Provisional licensure challenges the concept that all teacher preparation must occur under the traditional institutional pattern. The current provisional credential requires the holder to proceed at a regular pace toward full credential status. This on-the-job training may be superior in some respects to traditional teacher preparation.

Currently, the profession in California is taking steps to revise the basic structure for licensure of teachers. Whatever new structure emerges it is evident that increased responsibility will be placed on the teaching profession to support adequate credentialing standards. The following issues will need the continuing attention of professional organizations:

Can the profession establish adequate liaison with the State Department of Education so that credential requirements reflect the standards desired by the profession?

Can the profession support the credential system through adequate accreditation of teacher preparation programs in colleges and universities?

Can the profession support the credential system by insisting on adequate standards in assignment of teachers in their fields of competence?

Each member of the profession, from the kindergarten teacher to the university professor, shares responsibility for defining standards of professional preparation and licensure. As members of the California Teachers Association discuss and resolve these and other issues, the program of the Association can be adapted to their desired professional goals.

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Salaries Hit \$6000 Mark

CTA survey shows elementary teacher salary average is \$5700, high school reaches \$6500, and junior college instructors get \$7100 this year.

AVERAGE SALARIES for California teachers inched upward this year, but at each level of instruction the amount of increase was smaller than a year ago. Although the approximate average salary of \$6,000 represents the highest average teacher salary in the United States, the overall average increase will probably be less than \$250 for 1958-59, which is a drop of \$175 from the \$425 average increase for 1957-58.

Elementary teachers' pay went up about \$225 to an average of \$5700, but last year this group's pay rose \$423. Although junior college instructors will average about \$7100 this year, the increase for 1958-59 is \$200 as contrasted with the \$477 jump for last year. High school teachers fared somewhat better than the other levels, since the increase for these people was approximately \$360, compared to the \$416 of 1957-58, bringing the average salary of secondary teachers to about \$6500.

These figures are preliminary estimates, based on the first reports from a questionnaire which the CTA Research Department circulated in September. The survey is admittedly an effort to obtain a glimpse of the 1958-59 salary picture pending a more complete annual report of the State Department of Education's Bureau of Educational Research. In spite of the fact that the figures are estimates, there is every reason to believe that the result is accurate. The survey represents over 93,000 teachers in 1000 of the state's school districts. Only two large districts in California were

FIVE YEARS OF SALARY INCREASES FOR CALIFORNIA TEACHERS

LEVEL	YEAR	AVERAGE SALARY	INCREASE
ELEMENTARY	1958-1959	*\$5700	*\$225
	1957-1958	5478	423
	1956-1957	5055	269
	1955-1956	4786	163
	1954-1955	4623	-----
HIGH SCHOOL	1958-1959	*\$6500	*\$360
	1957-1958	6134	416
	1956-1957	5718	306
	1955-1956	5412	167
	1954-1955	5245	-----
JUNIOR COLLEGE	1958-1959	*\$7100	*\$200
	1957-1958	6940	477
	1956-1957	6463	372
	1955-1956	6091	200
	1954-1955	5891	-----
TOTAL	1958-1959	*\$6000	*\$240
	1957-1958	5761	425
	1956-1957	5336	287
	1955-1956	5049	171
	1954-1955	4878	-----

*These figures are preliminary and approximate.

National Average Is \$4,650 a Year

In a beautifully designed pocket-size 24-page booklet published by the Committee on Tax Education and School Finance of the National Education Association, California was described as one of only three states in the Nation with teachers' salaries above \$5500 a year—and they still have a shortage of teachers.

NEA estimates average salaries for 1957-58—including the total instructional personnel (classroom teachers, principals, and supervisors in the public schools)—for the ten highest states as:

California	\$5,925
New York	5,800
Delaware	5,700
New Jersey	5,330
Washington	5,275
Michigan	5,200
Arizona	5,175
Nevada	5,125
Connecticut	5,100
Maryland	5,100

Average salary for teachers in the 48 states of the U.S. were estimated at \$4,650. The three lowest were Arkansas, \$3,230; Kentucky, \$3,225; and Mississippi, \$2,650.

The booklet, published in September, is available from NEA at 10¢ for \$1 or 100¢ for \$7.50.

not included in the survey, since data from these schools will not be available until December.

The summary table above indicates changes in the mean salaries of teachers from 1954-1955 to the current year. The data for all years except 1958-59 were computed from *Salaries of Certificated Employees*, issued by the Bureau of Educational Research in March of each year. Mean salaries for 1958-59 were determined by multiplying the average salary (reported in each district) by the number of teachers in that district. The grand total was in turn divided by the total number of teachers in the 1000 California school districts.

California teachers, administrators, and school boards have every reason to be proud of the financial gains made in teacher salaries. California is leading the way in attempting to establish a professional salary. A note of caution must be mentioned. It must be remembered that although \$6,000 represents a reasonable attainment, this figure represents for the average single teacher a take-home pay of \$380 a month.

CTA Building Rises Into the Air



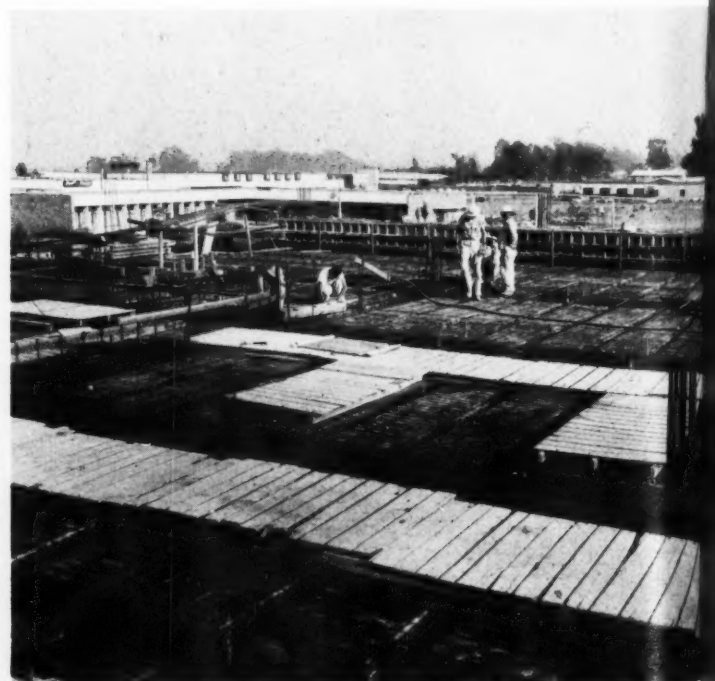
SURVEYING the progress of construction on the Association's new headquarters building at the close of a day's work, CTA's executive secretary (left) is silhouetted against the sky as he stands atop the forms for the second floor.

CARRYING cement in huge buckets, a 90-ft. tower and an equally massive derrick crane deliver at the rate of 260 cubic yards a day. The pour is being smoothed in picture at lower left.

A close-up below shows forms for the second floor with moulded ribs and a network of heavy reinforcing steel. In spaces below ribs will be placed air conditioning ducts as well as power and telephone conduits. In the distance can be seen a portion of the Bay Section's headquarters building.



The three-floor Class A fireproof building will provide adequate working space exclusively for the use of the Association, its Affiliates and staffs. Construction has proceeded so well since last June's ground-breaking that cover will be provided as work continues during the winter rainy season.—Photos by Devlin.



Experiment Begins on TV for Bay Classrooms

CALIFORNIA'S only operating educational television station—KQED in San Francisco—began November 3 a daily instructional program received in the classrooms of 42 school districts in seven counties of the Bay area.

"Channel 9 opened up the doors to the largest little red schoolhouse in the world," wrote a TV columnist on the San Francisco *Chronicle*. Modestly, KQED's management claimed "the most ambitious TV teaching project ever undertaken in elementary, secondary, and in-service education."

The experiment, on which educators and communications experts have not yet expressed a verdict, anticipates an audience of 140,000 students and 4,500 teachers.

To help meet expenses during the first year of the project, the Bay area's community television station received a grant-in-aid of \$25,000 from the Fund for the Advancement of Education, an independent agency of the Ford Foundation.

School districts of the Bay area—currently 42 of them—signed contracts (now permitted by state legislation) which will provide another \$55,000. Capital outlay for purchase of television sets placed in the classrooms will probably exceed district contribution to the expense of instruction and telecasting.

James Day is general manager of KQED and Raymond L. Smith is director of school broadcasting. Smith during the past month has supervised 14 hours of teleclasses a week, Monday through Friday. This instructional television service supplements rather than replaces the teacher in the classroom.

Eighteen instructors made their initial presentations, including Robert A. Fertig of Burlingame, whose story was told in *CTA Journal* last January, and Dr. Manuel H. Guerra, teacher of Spanish at Foothill junior college, Los Altos, and president of northern California chapter of Hispania. A keystone of the initial programming was a course in physics featuring Dr. Harvey E. White, pro-

fessor of physics at University of California. Dr. White's lectures on basic and atomic physics are being released by NBC (KRON, San Francisco, Monday through Friday, 6:30 to 7 a.m.) on which the University of California is allowing three units of college credits. KQED began the

same film this month, 5:30 to 6 p.m.

The telecast lessons to youngsters may be tuned in, of course, by parents who are not in the classroom, giving them an opportunity to share in their child's instruction.

California Teachers Association and the Educational Television Research Association will assist in an evaluation of the project's effectiveness. A curriculum advisory committee will recommend to KQED future courses and instructors for telecasts to schools.

The Challenge of Television

Presentations in educational television must be consistent with the philosophy that to teach is the primary aim, and that to do so through the new medium of ETV, the material must:

- ... hold the student's interest, as well as inform and challenge him;
- ... be worthy of the teacher's respect as an educational project;
- ... be feasible within the framework of financial and production problems.

There have been many well-prepared television scripts done by skilled and talented writers; but too often they have served more to entertain without educating or to educate without challenging. When, as the Ford Foundation has demanded, educational content is adapted into "a dramatic form fitted to television," not only will there be successful teaching by television, but also students will be witnessing the most efficient use of the most creative teaching America has to offer.

DIANA B. BOETTCHER
Menlo Park

what I'd like to know is ...

Professional questions may be addressed to Harry A. Fosdick, CTA Public Relations Executive

Answering Charges

Q. *What can we as individual teachers or as a local chapter of CTA do to answer some of the charges appearing in newspapers and magazines about California schools?*

Ans. Probably the first thing to do is to write a vitriolic letter which fully expresses your anger and disapproval. Place it in your desk overnight. Tear it up the next morning.

With that out of your system, you can do some rational planning on how to counteract any public impressions created by the critical article. Be sure the criticisms are not valid in your schools; if they have

some truth, tell what you're doing to correct the problem. Marshall your facts. Familiarize yourselves with the background information regarding the criticism.

If the source of the irritation is local, try first to meet with the editor or author—or both—to talk over what the local schools are doing, the editor's interests and concerns, and the service you can extend by preparing valid information. Encourage him to get your side of the story before he prints criticisms which come to him from other sources. Be sure not to suggest that you should control what he prints, or that his viewpoint is not worthy of your consider-

ation. If one of your staff, or a strong friend of the schools in the board or community, has the confidence of the editor, include him in the conference. Be friendly and informal. Above all, don't DEMAND retractions of past articles; build cooperation for future coverage.

If you do write to the editor, be sure your communication is friendly and informative. In many cases, it would be far better if the response would come from parents and other laymen, rather than from school staff members. Occasionally the association can exhibit dignity in a direct response.

Be slow to write defensive answers to unfriendly criticism. Be quick to express your appreciation for favorable, objective articles and good coverage of school program and achievements.

The NEA Research report, "Ten Criticisms of Public Education," will provide valuable background to meet most current criticisms. CTA field service or the public relations department can give you help in meeting specific attacks.

Wind Damage

Q. *I've heard that there's a change in the CTA Approved Homeowner fire insurance package plan to the effect that windstorm and hail damage is now on a \$50 deductible basis. Is it possible to remove or "buy back" the deductible and thus again be fully covered for windstorm damage?*

Ans. Yes, the \$50 deductible for windstorm and hail damage may be removed by payment of additional premium varying, on the average, from \$6 to \$15 for three years. Some other changes are due shortly in the coverages which will be announced by California Casualty in future issues of the *Journal*.

No Retirement Makeup

Q. *I've been a member of the California State Teachers Retirement System for five years. This year I resigned my position to take additional graduate work at Stanford. Though I have verbal assurance that I will be re-employed in the district where I taught last year, I did resign and did not request a leave of absence. When I do return to the district, can I pay double*

into the retirement system to make up for the year spent in the university?

Ans. Since you are not employed as a teacher during the current year, it will not be possible for you to obtain credit for this year in the retirement system. There is no procedure for contributing extra money to obtain credit for years when the teacher is not employed.

Substitute Retirement

Q. *How much substituting can one do before he must pay into the retirement fund? I've been told "none" and "up to \$1500 worth."*

Ans. It's permissible to substitute up to five months in any one year in California schools without becoming a member of the State Teachers Retirement System. If you substitute five months or more, the retirement deductions then become mandatory. The "up to \$1500" answer was confused with the limit which retired teachers are permitted to substitute while drawing retirement benefits.

Recommendations

Q. *When my superintendent in the district from which I resigned last year sent a letter of recommendation to my placement file, he sent me a copy. I've been assured that it is a true copy of the one now in my file, and it contains nothing of a negative nature about me or my work. Now I've discovered that when he is called on the telephone by another superintendent where I am applying for a position, he makes a very damaging statement regarding my class control and cooperativeness and warns the caller that I tend to have trouble with parents. None of these criticisms were ever told me when I was in the district or when I voluntarily resigned, and I know of only one instance when I had any conflict with parents—one parent out of more than 200 with whom I dealt while in the district. Is it ethical for a superintendent to say one thing in a letter and then contradict it when talking directly to prospective employers?*

Ans. In the statement on "Administrator Ethics in Personnel Matters," prepared and endorsed by a committee representing all three administrator organizations in California and adopted by the CTA State Council,

the following pertinent paragraph is included:

"He records no negative criticism in a letter of reference or in direct conversation with potential employers except those which have been called to the employee's attention during appraisal conferences."

Under the circumstances you report in your inquiry, the superintendent is being unethical either in failing to include your weaknesses in his recommending letter or in giving oral criticisms which were never discussed with you while you were employed in the former district. CTA field service is prepared to investigate incidents where this infraction of ethics is charged, and to turn over its findings to the CTA Personnel Standards Commission or to the ethics committees of the administrator organizations of which the accused superintendent is a member.

This is one part of the general problem encountered in the recommendation practice followed in teaching, and has developed partially out of fear among administrators that negative statements in letters may be made the subject of civil action. However, if such statements are actually a report of the evaluations the teacher received while in the district, this fear seems to be unwarranted.

Placement Service

Q. *I'm new to California and am completing my work to qualify as a school psychologist. My present district will not need any additional personnel in this category for many years. My problem is how to canvass districts most effectively and efficiently. Is there any employment bureau which serves this purpose in California?*

Ans. The California Teachers Association maintains placement offices in Los Angeles and San Francisco. If you are doing your graduate work in a California college or university, you might also check on the placement service available there. These sources offer the only effective way of making yourself available to districts which are seeking psychologists, though you could supplement this effort by calling on the county superintendent of schools offices in the counties where you might prefer to serve. Several of them provide placement assistance to the districts in their respective counties.

Drawing your WILL is not enough

A teacher should settle his personal affairs as carefully as he plans his professional work.

Alvin P. Lierheimer

MRS. JAMES O'CONNELL taught fourth grade last year, her 20th year of successful work with children. Colleagues and community alike admired Betty O'Connell's way with children, her remarkable competence in managing a productive classroom of nine-year-olds. In the local association, her farsightedness and mature ability had made her president three times and chairman of several important curriculum committees serving the school district.

Jim O'Connell admired his wife's ability, too. She managed her household equally as well as her classroom, largely as a result of careful planning. When Betty's father died, she inherited a small sum of money and some income-producing properties on the outskirts of town. The O'Connell's 16-year-old son was thinking about college the summer that Betty and her husband decided to take an auto trip to visit old friends. An accident on a slippery road took the lives of both O'Connells. Jim was killed outright, and Betty survived in the hospital, unconscious, for only a few days.

How good was Betty O'Connell's planning for those she left behind?

Jim had a will drawn early in their marriage, leaving everything to Betty. According to law, Betty survived her husband long enough to inherit

through his will, yet she herself had no will at all, no way by which she could express her own wishes for the distribution of this suddenly inherited property.

As sole survivor, the O'Connell's son would have eventually received his inheritance, but he faced many problems. Legally a minor, the son had his affairs handled by a court-appointed administrator of the estate of his late mother. The court appointed a distant relative as administrator and charged the fee for this service against the estate as prescribed by law. Then began the long search for property records, bank books, tax receipts, birth certificates, and numerous other important records. A long and costly process was in store, one that might have been averted if Betty had planned as carefully for herself as she did for her teaching.

Think of the task of starting tomorrow to settle your own affairs. Who would do it? What papers would be needed and where are they kept? Would money be available to pay outstanding debts and funeral expenses? For survivors, it is important to provide sufficient liquid assets to avoid a financial crisis during the time between the death of an individual and the final settlement of his estate. A properly-drawn will is vitally important to this orderly disposition of property after an individual's passing, but many other details are also important.

Just consider the documents that may be needed to settle an estate:

Is there a will? Where is it? What is the name and address of the lawyer who drew the will? What are the current addresses of the nearest relatives who will need to be notified of the settlement of an estate?

Are there annuities or insurance policies; life, property, fire, theft, auto, health, accident? It would be helpful to have the broker's name and address handy.

Educators often belong to a retirement plan. Survivors may have rights under such plans. It would be a good idea to write down and keep with the retirement papers a list of steps needed to file a claim. A claim may also be due under social security or under a plan at another institution or through group insurance and disability plans. The administrator of an estate would want all these records.

Bank accounts and safe deposit boxes are common pieces of property. Many people feel that because they are jointly held, there is no cause for concern. But this depends on the manner of the joint tenancy as well as the laws of the state. There may be important steps for the administrator of the estate to take. Many people leave accounts in towns from which they have moved and, over the years, these are forgotten except by the individual himself. Periodic advertisements reveal unclaimed bank accounts of depositors who failed to tell the family about them. A survivor ordinarily cannot open the safe deposit box upon the death of the joint owner until after certain legal requirements have been met.

If real property is owned, the manner in which the title is held would be important to the administrator. The location of deeds of ownership, mortgage papers, surveys of the property, title insurance, tax receipts, loans, cost-of-building figures would also be helpful in settling the estate.

One of the real problems an administrator faces is filing income tax returns for the deceased as well as state and federal estate returns where necessary. He must locate the tax records for previous years. He must see that bank interest has been calculated and check for other "hidden" sources of income. He must be aware of losses and deductible medical expenses that would reduce the tax charges upon the estate and consequently make more money available to the heirs.

These are only some of the problems that may arise when we're not here to solve them. And none of us can escape the fact that one day we will **not** be here to manage things for ourselves and for those who depend upon us. No one knows when that day will be. Prudent people make plans for their families ahead of time.

The unfortunate fact is that less than one-half of the American people have a will, according to a survey of 60,000 professional people conducted by Teachers College, Columbia University. A will is a basic document in any estate plan, even though there are many other items to be considered. Probably one out of three wills offered for probate is inadequate according to court records. The person who hasn't even made a will proba-

Mr. Lierheimer is assistant general secretary of Teachers College, Columbia University, New York. According to CTA counsel, nothing in the recommendations of this article is inconsistent with California law.

bly hasn't done other planning adequately either.

A properly drawn will can remove uncertainty, frustrating delays, and needless financial loss for a family at a time when these can least be tolerated. A will can provide for wise management of property. Through a will, one may choose the person who will execute his wishes with regard to the disposition of his property. Experienced estate planners call attention to another very important reason: having a will drawn forces people to think about and actually list all of their assets.

What's the "average" person supposed to do about settling his own affairs? How many of the items below call for some attention on your part now? Will the person who takes over for you be able to carry out your wishes with speed and with the least discomfort to those you love?

These are some of the items that should either be assembled in one place or whose location should be recorded and known to those persons most likely to be concerned:

Will, citizenship papers, birth certificate, leases, car title and registration, income tax records, cancelled checks, stocks and bonds, passport, contracts, bank deposit books, naturalization papers, marriage license, deeds, mortgages, insurance policies, pension and retirement papers, notes due and payable, social security records, agreements.

Those with an estate of any size or complexity would do well to consult an attorney on the advisability of naming a bank or trust company as executor because of their particular competence in these matters and because of their permanence. The executor's fee for settling an estate is the same whether the service is performed by an individual or by an institution.



Buy Christmas Seals

Men, Why Teach?

Young men must assess competitive professional opportunities against personal values in teaching

Arthur L. Gay

DOES THE PASTURE look greener on the other side of the school yard fence? Does that job with Jones and Co. as Junior Executive look more promising? Maybe Best Books would provide a better future with you as their top salesman? Wouldn't you qualify for athletic director in that year-round resort? Or how about the field of personnel?

When I signed the contract for my first teaching position in an elementary school, questions like these popped up to plague me. I frankly wondered what I was doing in this World of Women, and so did my friends: "You a teacher? But you don't look like one!" They would never have raised an eyebrow if I had said I was earning a living at any of the jobs mentioned above.

But eight years and some 250 students later, I find, and so have some of my doubting friends, that a man doesn't have to have a "Casper" personality or an anemic appearance to be a teacher. I have also found that none of the jobs I might have once contemplated as a lifetime vocation could offer the infinite variety provided in teaching. During a single day of teaching elementary children a man has to be executive, salesman, athletic director, personnel manager, and a long list of other occupational titles, and from each role he can derive "job benefits."

To point out a few, a teacher is an executive in a small, but to him important, way. He is his own boss—an enviable position to those seeking a bit of independence. Sure, the school board and administrators set up and determine policy, but in his own classroom he is the authority. I'm not implying that this authority gives the

teacher a right to dictatorship, because along with authority comes a sobering sense of responsibility. It gives his male ego an impressive boost to know at least two dozen young minds are dependent on him for guidance and direction.

If a man has any desire to try his selling ability, there is no better place than in the classroom. The product he has to sell isn't tangible; he can't spread out his wares and let the customer see and feel. He must sell education in a way that is appealing yet constructive. It would bring little response to roll out a map of the 48 states and say, "Here, learn 'em." He has to create the desire and need for his product and then sell it. This takes more than average selling ability, and the commission has a value measureless in money.

Not only do children enjoy having their teacher act as "athletic director," but the teacher himself has an opportunity to relax by participating in their play. As a college athlete I didn't accumulate a great record, but young children aren't looking for a Robin Roberts to pitch them a baseball or a Lou Groza to kick a football. What an advantage to be able to peel off your coat in the middle of the day, roll up your sleeves, and bat a ball out to left field! Just those few minutes of physical activity furnish the stimulation needed to keep the class and teacher in good working order.

Dealing with personalities is a tough job, as anyone in the field of personnel knows. In teaching it is especially difficult, but one of the most rewarding aspects of the profession. It pays off if, at the end of the school year, George has learned to get along with the rest of the class rather than belligerently molest the person nearest him. Andy's father, after several man-to-man discussions, no longer criticizes everything the school does. Susan accepts the tightening of discipline reins without

Mr. Gay is a teacher in Ventura schools.

tears. These achievements make me feel both proud and humble in my role as "personnel manager."

These varied occupations, all mixed together, provide a distinct advantage, because boredom has little opportunity to sneak in.

To say teachers are underpaid for all the duties they must perform would be repetitious, but it needs repeating. Men are too often tempted to seek other vocations with higher salaries. But for those who are exploring the pasture on the other side of the school yard fence or for those

who hesitate to open the gate, I'd like to pass this along:

We need more of the kind of compensation which can be exchanged for food and rent, but I appreciate, as other teachers do, the benefits derived from my job. I have freedom, variety, and a sense of importance. A man wants to feel he is contributing something to society and a teacher is doing this indirectly through his students every year.

So why teach? Maybe for the same reason I do—because I like it!

Occasionally supervising teachers are reluctant to make suggestions to the student teacher for fear of hurting his feelings. There is no time in one's teaching career when the opportunity for receiving help will be greater than during the earliest teaching assignment, providing the master teacher is willing to offer it and the neophyte is willing to receive it. If the neophyte is not receptive to suggestions, the college advisor should be contacted at once. There is little hope for any one in our profession who knows all the answers, and if this weakness in a student teacher cannot be corrected at once, it would be wise to screen him out of the teacher training program.

One suggestion which seems to be helpful in those situations in which the student teacher teaches only in the mornings is an early morning conference before the boys and girls arrive for the purpose of bringing the student teacher up to date as to what took place during the afternoon of the previous day. This conference can serve also as a means of checking over the lesson plans for the morning.

Many supervising teachers want to know how fast to move the student teacher along. Obviously no general answer can possibly be given to this question, as some beginners are "fast starters", some are "late bloomers", and some are in between. In the writer's judgment it is preferable to err in the direction of giving the neophyte too much responsibility rather than too little. It would be hoped that in most instances, at least by the last week or two of the first student teaching assignment, the young person would be in full charge of the class.

The college advisor should make it clear to everyone concerned that the supervising teacher's directions are to prevail, even if these directions are in conflict with the college advisor's ideas. Never should the student teacher be placed in the middle between two conflicting forces.

The ideal arrangement to be followed when the college advisor observes the student in action would be for all the people directly concerned—the supervising teacher, the student teacher, the principal, and the college advisor—to have a follow-up conference. This is not always possible. The writer, as a college advisor,

NEOPHYTE TEACHER

Partnership

The student teacher and the supervising teacher must have a cooperative working relationship.

Robert D. Crossan

STUDENT TEACHING experience is the most important phase of the teacher training program. The key person in the success of any student teaching program is the supervising teacher, sometimes called the critic teacher or master teacher. He is the person who works with the student teacher every school day. The relationship between the student teacher and the supervising teacher is crucial. Let us suggest what this relationship should be.

In the first place, it should be a friendly relationship, but underlying it must be the understanding that the supervising teacher is in a position of authority. Secondly, the student teacher and the supervising teacher should be in frequent communication—with the student teacher free to ask questions and the supervising teacher free to make suggestions to a receptive learner. Thirdly, the emotional involvement should not get out of bounds. Occasionally a master teacher becomes so closely

identified with the student teacher that a suggestion made to the student teacher by the college advisor is taken as a personal affront by the supervising teacher.

Except for possibly the first two or three weeks of the student teaching assignment there should be only one teacher in charge at a given time. When the neophyte is in charge of a particular activity, the entire class of boys and girls ought to be his responsibility. This does not mean that the responsibilities at this early stage in the assignment would necessarily include all subjects. The point is that the class ought to understand and the student teacher should feel that he is in charge of the entire class for the particular activity or lesson. This means that the supervising teacher, if he is in the room, should be an observer and not a participant; if students ask questions of the master teacher, the students ought to be referred to the teacher in charge, the student teacher. Unless the young teacher is in danger of losing complete control of the class, the master teacher should not step into the picture in any way.

If district policy permits, it is an excellent idea for the neophyte to be left alone with the class on frequent occasions.

Dr. Crossan is associate professor of education at Long Beach State College.

has had to rob teachers of their recesses and of parts of their lunch time in order to have even a three-way conference.

Before the above people begin to work together, they ought to have an opportunity to become acquainted and to establish rapport rather than meeting for the first time in a classroom situation.

Some teacher training institutions and school districts have assumed for too long that skilled classroom teachers automatically become competent supervising teachers. Not all effective classroom teachers are suited for the responsibilities of a supervising teacher. Not enough effort is made to discuss his duties with the supervising teacher before the beginning of the assignment. A student teaching manual is an inadequate substitute for the face-to-face contacts with representatives of the college and of the school district administration. Group meetings for this purpose should be arranged before the student teaching assignment is underway. The above task should not be assumed by an individual college advisor, as district and college policies are involved, and also there is no assurance of continuity of college advisors within a given school district.

If we really accept the premises indicated at the beginning of this article, it is high time that we translate into action the above suggestions. We have not discussed here the selection of supervising teachers, although we realize this is most crucial—so crucial it should not be the prerogative of either the school district or the teacher training institution. It should be the result of a genuine and equal partnership. The stakes are too high to be treated lightly: the welfare of countless boys and girls in the years to come who will be subjected to the products of our student teaching program.



Are We Professional?

We should take inventory of our professional attitudes if we seek to keep our enthusiasm alive, says this active CTA member.

W. Earl Whitaker

ON A recent recruitment trip I was interviewing an applicant ready for her first job. As we talked about the possibility of placement she radiated enthusiasm. Whenever children were mentioned her eyes became bright and slightly moist. She not only knew how to teach but she had a deep feeling for teaching. Her actions set her apart from many others with whom I had talked. She seemed to visualize herself as one about to embark upon a great mission as evidenced by her own words — "I can hardly wait to get started, to have my own class. What happens to the children will be my responsibility. I can hardly wait to accept. What an opportunity!" There was no doubt in my mind that this girl was an excellent prospect but I couldn't help but wonder if time would dampen her enthusiasm.

Through the years we need to take inventory of our attitudes in order to keep alive the enthusiasm of first exposure to the classroom. We must be aware of our professional standards and continuously ask ourselves the question, "Are we professional?"

Many codes of ethics have been written and another list may be no improvement but the suggestions which follow may serve as a guide as we take inventory of our own professional standards.

A PROFESSION ALWAYS DOES ITS JOB WELL

If a person likes his work he usually gets satisfactory results. If he loves his work his results are more often su-

Mr. Whitaker is assistant superintendent of the Redwood City school district. The brief inventory check list he has provided is a reminder that the State Council of Education adopted in 1949 a comprehensive Code of Ethics for California Teachers, interpreted and fully described in "The Teacher's Code," a 78-page booklet produced by CTA.

perior. Helen was a teacher who loved her work and her work proved to be superior. Her children loved school and they loved her. Her classroom was full of enthusiasm and this enthusiasm was transferred from the children to the parents. These parents were sure that the school was a superior one and they did not need to be convinced that the school deserved their support. The Helens at work in the classrooms, exerting maximum effort, do more to convince the public of the sincerity of the profession than any other one thing. A demonstration of sincerity deserves support and such support comes easily when parents can see outstanding results in the lives of their most precious possessions, their children.

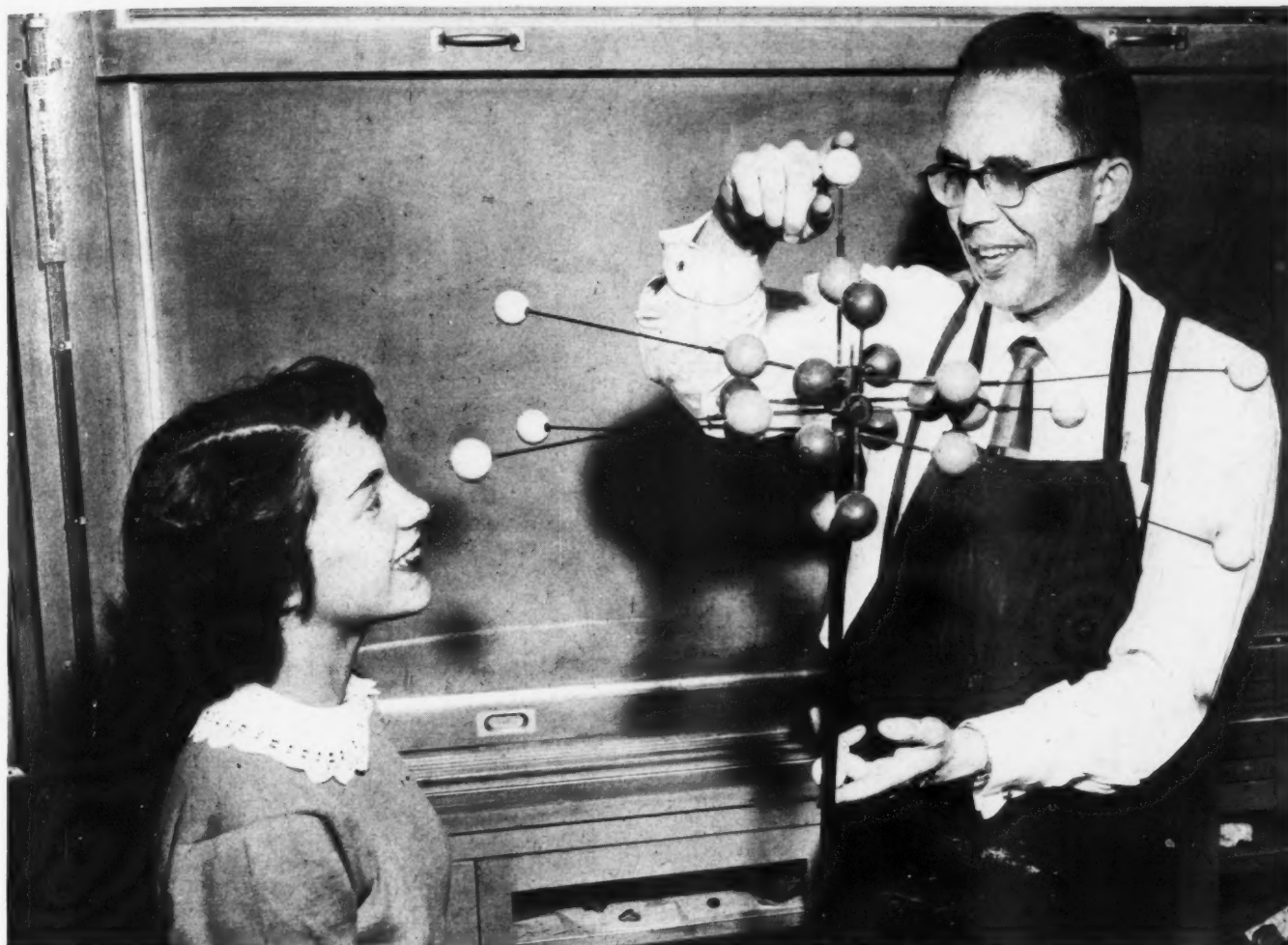
PROFESSIONAL PEOPLE STICK TOGETHER

"United we stand, divided we fall." This is as applicable to the teaching profession as it is to government. Suspicion and distrust within a group will lead to its downfall. Trust and understanding will make it strong.

It is the responsibility of the administrator to remember his own experiences as a classroom teacher, to appreciate that position as one which is the backbone of the instructional program. This does not imply a neglect of administrative responsibility but he knows his decisions must take into account all the responsibilities of those involved. He appreciates his responsibility to many groups and he knows that the best education comes when all groups are considered.

The teacher, likewise, sees his job as a part of a total program, one which is assumed by the entire school personnel. He knows our profession will become strong as we develop the ability to understand each other's problems and to work together.

The remaining five points of Mr. Whitaker's outline will be continued in January issue. Unfortunately, space limitations would not permit publication of the entire article this month.



SCIENCE TEACHER—Illustrating the theme of the article below, Fred D. Reinoldson, science and mathematics teacher of San Lorenzo high school, demonstrates the principles of atomic energy for a student. Mr. Reinoldson was one of 60 teachers who received merit fellowships from Shell Companies Foundation, Inc., two years ago for special summer study. —Shell Oil photo.

Too Good to Teach

Jesse E. Young

"STUDENTS, I would like to give you a little background of the teacher of the eighth grade science class you will observe. We consider him to be one of our best teachers. He is unusually well prepared in his field and he really knows how to teach. He has his master's degree from M.I.T. in meteorology. Unfortunately we are unable to hold him. He was offered and has accepted another position at a salary we couldn't match with our present salary schedule. As yet his class does not know this and we do not plan to tell the students until his

last day. After you observe him I'm sure you will agree with me that he really is a superior teacher and you will understand why we regret to lose him."

These were, in essence, the words of an elementary school principal before he guided my students in methods of teaching elementary science, to this particular classroom for an observation. With such a build-up I'm sure the class felt they were going to observe a session that would not only serve as a model of good teaching but would inspire them to do equally well when they have their own classes.

We were not disappointed. Upon entering the classroom we were impressed by its appearance. The bulletin

boards immediately showed us the unit and the concept being developed. In addition, one could readily sense the excellent rapport that existed within the classroom. Everything seemed to add up to a good learning atmosphere.

Other characteristics which my class pointed out in their observation reports were as follows:

(1) Careful planning. The introduction to the new concept "sources of power" was skillfully blended with the previous concept "how machines help us." After a brief review the pupils seemed to take over; the teacher remained in the background, filling in only when additional information was needed or where questions would help to determine the quality

Dr. Young is associate professor of education at Sacramento state college. The observations he notes here were the actual experiences of his class of elementary science methods students.

and depth of their understanding. The dittoed guide sheets which were distributed to his class and my methods class furnished further evidence of his careful planning. These sheets not only served as guides but also contained information and illustrations that were needed for clarification of certain points.

(2) The class was not dominated by the teacher. Discipline problems were non-existent because every member felt important in making the presentation a success. The pupils presented reports or explained the scientific principles and everyday applications of demonstrations which they had set up. In some instances the apparatus used was constructed by the pupil giving the presentation. Immediately after the presentation an interesting discussion followed during which the pupil giving the report was questioned and additional information supplied by the teacher and other members of the class.

(3) Excellent pupil-teacher relationship was apparent. This science teacher was not only well trained in the field of science and knew how to present it, but he seemed equally understanding of adolescents. This understanding was evidenced by the way he simplified some of the more complex points so the slower members of the class could comprehend and by the attention he was given during his explanations.

The concluding paragraph in almost every observation report included an expression of concern because such a skilled science teacher was leaving the profession. One student made this observation in his report, "He is not getting a better job, just a better paying one. When I consider what he is doing to make science interesting and vital to those children as well as to encourage future scientists, which I am sure were in that class, I think he is leaving the better job of the two."

The following week this same methods class had an opportunity to observe another eighth grade class in another school. This presentation was as poor as the first one was good.

Although the sequence was not planned with this contrast in mind, its occurrence did present the opposites in teaching skill in a very dramatic manner. The second eighth grade teacher was as insecure in the

subject matter he was trying so hard to present as he was in pupil-teacher relationship. He dominated the presentation with a weak lesson plan and authoritarian discipline. His pupils responded with a din of confusion and converted whatever they could into a joke. The observing class stated that while they felt sorry for him in his helpless and embarrassing position, they were inclined to feel the pupils seized this opportunity to express their resentment for having to be subjected to his inadequacies.

It is very unlikely that industry will ever offer this teacher a better paying position. The alarming fact is that he will no doubt be allowed to continue and a number of future classes will be denied what is rightfully theirs in terms of good science teaching.

Successful teachers will agree that some problems do arise in spite of the best plans and presentations. However, they will also agree that the interest, participation and industry on the part of their pupils is closely related to their interest in the well-being of every member of their class. Pupils express their appreciation in various ways when their teacher is interested in them as individuals. When the principal of the first eighth grade teacher announced that this was their teacher's last day they received the news as a tragedy. To them it was a real tragedy. A number of the girls cried and the boys, too proud to cry, appeared as though they had lost their last friend. During the recess period they called their parents to tell them what had happened and requested refreshments for a party. According to the principal the party was a huge success because it was the pupils' way of saying, "Thank you for what you did for us."

"Too good to teach." Are we essen-

tially saying this when we permit a competent science teacher such as this one to be replaced by one with less competence? Educators insist that this loss of better teachers to better paying positions is one of the reasons for our present concern relating to the upgrading of our science education program.

The story related is not new. It has been repeated again and again and will continue to be repeated if the public and industry fail to realize the importance of keeping superior science teachers in our classrooms. A continuation of this policy could be compared to the farmer who foolishly feeds his seed grain to his livestock, then wonders why his yields are decreasing after he has planted the remaining inferior seed. Perhaps the recent jolt we received when Russia started Sputnik circling our earth will cause us to take a more objective look at our science program.

To make science and the role of scientists more meaningful to our children, we should consider the following recommendations:

(1) Make science a "doing" experience, not just passive watching and hearing about experiments, the answers to which are known.

(2) Open children's eyes to the wonders of the world from kindergarten through high school. They should enjoy these experiences here and now as well as later.

(3) Emphasize working together on projects so children can experience the value of teamwork.

(4) Encourage and retain science teachers, regardless of sex, who can implement a meaningful science program because they understand children and how they learn.

(5) Dispel the notions that science is limited to a few intellectually gifted individuals and that the scientist is an eccentric oddity.

(6) Give children practice in the use of the scientific method as a means of solving problems. By so doing we emphasize quality of scientific learning, rather than quantity, which too often characterizes merely memorizing scientific facts.

(7) Study life science in terms of living things, not just preserved specimens. Plant and animal inter-relationships and the environments in which they thrive best cannot be appreciated by just reading about them.



TYPING

in the
elementary
grades



Walter Stoltze

I REMEMBER when one of my fourth graders, who was typing about 20 words a minute, told me that his dad refused to let him practice on their typewriter at home. When I asked him why, he said that his father thought that he might ruin their expensive typewriter. Towards the end of the year the boy came home with a certificate stating that he had completed a course in touch typing and that he was now typing 40 words per minute. Before the year ended I asked him if he was still not allowed to type at home. He replied, "Oh, no, my father lets me type on it whenever I want to now." And he added, "You know, I type faster than my father!"

Some may say that this boy was an exceptional student, and he was. However, at the end of the school year there were 26 students in a class of 33 who were all typing over 25 words per minute.

The use of a single exercise sheet, instead of a bulky book, stresses each individual finger and its respective letter keys. Next comes co-ordination of all fingers together in typing the alphabet. These skills mastered along with learning to keep eyes on material instead of the keys, qualify a child to begin typing from any book.

After seeing the benefits derived from this typing course, one of the teachers asked me if he could have a copy of the exercise sheet, so that he could get a typing program started in his fifth grade class. I was more than happy to help get him started. Towards the end of the school year he was amazed at the progress of his students and at the high amount of interest that they had for this work. The results in his class were very much like that of mine.

The class did not know that as he taught them the finger exercises, he was learning along with them.



The author, a fourth grade teacher in Fontana school district, is shown above assisting his students with borrowed typewriters. The exercise sheet he describes, with instructions, is reproduced below.

SIMPLIFIED VERSION OF TYPING INSTRUCTION

Finger #4	aza aza aza aza aza aza aza aza aza aza aza aza aza aza
Finger #3	sxs sxs sxs sxs sxs sxs sxs sxs sxs sxs sxs sxs sxs sxs
Finger #2	ded ded ded ded ded ded ded ded ded ded ded ded ded ded ded
Finger #1	frf frf frf frf frf frf frf frf frf frf frf frf frf frf
REVIEW	ded aza sxs ded aza sxs fgf frf fbf frf frf aza sxs ded frf
Finger #1	juj juj juj juj juj juj juj juj juj juj juj juj juj juj
Finger #2	k,k kik k,k kik k,k kik k,k kik k,k kik k,k kik k,k
Finger #3	lol lol lol lol lol lol lol lol lol lol lol lol lol lol lol
Finger #4	;p; ;p; ;p; ;p; ;p; ;p; ;p; ;p; ;p; ;p; ;p; ;p; ;p;
REVIEW	k,k jmj juj juj juj juj juj kik lol p;p lol k,k jmj juj juj juj
ALPHABET	a b c d e f g h i j k l m n o p q r s t u v w x y z

The above individual finger exercises are to be repeated until each finger is accustomed to its respective keys. After this has been achieved, the review lines of each hand should be mastered. Then comes the co-ordination of both hands in the typing of the alphabet. After the alphabet has been mastered, the student is ready to open any book and start typing.

Here are a few general rules that must be observed: (1) Make sure your fingers are resting in home position (middle row) before starting. (2) Even though the exercise may be with one hand, the other should be in its proper position ready for use. (3) Always keep your eyes on the material being typed, never on the keys. (4) Always say to yourself the name of the key, as you hit it.

Creative Art Experience Need Not Be Expensive

Common native materials lie all about us,
ready to be used in art classes.

J. M. Metcalf

ART in the modern school should serve to motivate and enrich the entire program of instruction. It must contribute generously to the integration of school experiences. Art in today's school should aim both to kindle in the child the desire to experience creativity and to help him improve the manner in which he expresses himself through creative processes. At the same time, the art program must also provide experiences of appreciation by acquainting the child systematically with fine examples of the arts of various peoples and cultures, both present and past.

Problems which are interesting to children need not always be something different and unique. A great educator once said that children are more alike than unlike. It is likely that the fourth grade child will be interested in making an envelope for some particular purpose. The point in selecting a problem is that students have a genuine interest in projects undertaken, and that they feel that problems are not imposed upon them by the teacher.

There is much that is common in the art needs of all children. Just as they discover basic curriculum needs in English, mathematics or history, so do they feel common basic needs in the art courses.

The integrated program which is being carried on in many forward-looking elementary schools makes possible a wide range of subjects about which units of teaching may be effectively organized. Units relating

Mr. Metcalf is art consultant for Burlingame school district, formerly taught art at Montebello senior high school and served as an army officer in charge of occupational therapy.

to the locality prove to be more suitable from the standpoint of the child, because natural resources which can be utilized so effectively, seem more practical. In advance of the actual planning of any particular unit, teachers should make a suggested list of topics and projects from which a selection can be made according to the place in the curriculum where the topics appear.

Some schools do not provide funds to purchase paper, paste, paint or many of the materials for the school's creative art uses. This is often a barrier which teachers use as a screen and which prevents them from initiating or allowing pupils to experience the self-expression possible through native art materials. The real teacher will be alert to the native or inexpensive materials at hand.

Any locality will produce many of the following materials which can be utilized in a number of ways in art classes:

Native clay is a very good source for feeling out form as well as creativeness in the object to be made, such as bowls, vases, plaques, animals, models and figures.

Papier mache' is an inexpensive material which can be used freely in creating masks, maps, basket covers, models, people, animals and similar projects.

Wood Scraps and packing boxes make good materials for building. Wood scraps may be used for wood carving, whittling, designing different surface textures, book ends, toys, lapel pins and other novelties. Many other useful articles, such as book-cases for the schoolroom, play furniture for primary rooms, and such home articles as magazine racks, shelves, cutting boards and foot stools may be made from orange crates and apple boxes. The waste wood piles at nearby building projects may furnish material for creative

and useful projects. Limbs and other tree parts can be used for carvings of models, busts, animals and abstract forms.

Interesting shapes which need little or no altering may be secured for such items as candle holders, lamp bases and bookends. Cages may be built for birds and for animals which are in the classroom for study or for observation. Motion picture boxes, stage scenery and general repair work may be made from some kinds of wood scraps. Weaving looms are successfully constructed from reclaimed wood. Suitable shapes like apple box ends make good surfaces for painting with tempera, or tempera mixed with casein glue.

Various seeds, such as acorns, grains, beans of many kinds, pine cones, eucalyptus pods, china berry seeds and a variety of other pods like these plus **sea shells**, **nuts** and **cow-horn tips** can be used to make attractive jewelry.

Stick printing is an excellent substitute for the linoleum block print since linoleum is often too expensive for some school budgets. Stick prints can be made from scraps of wood in various shapes and sizes. **Vegetable prints** may be used in this same manner and, like **spools**, will lend to carving for design. Rubber from **inner-tubes** is easily cut into desired shapes with scissors. The rubber shapes should be cemented to a one-inch-thick block of wood. These printings may be applied to paper book covers, baskets and Christmas cards as well as to textiles, and other flat surface materials. **Bottle corks** are made in a variety of sizes, and make interesting patterns, seldom any two alike, and they need not be cemented to a wood block for holding. The **inner tubing**, **sheet cork**, (or **gasket cork**) may be cut with scissors, and when cemented to a block, they make excellent textured areas for gadget printing with inks or paints.

Burlap is another material often obtainable from the home. After it has been laundered and bleached, or dyed if desired, it may be used with fringes and bits of yarn to make decorative scarfs, bags and pillows (or pads) for the school room or the home.

Scraps of cloth, some stockings and selvaige waste strips of white nylon from airplane factories and tire

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plants, make good and useful materials for crocheted, braided, hooked and woven articles. Nylon bath mats will wash easily and wear indefinitely. Handmade looms of many simple styles are easily made from left-over wood. Small pieces of cloth may be used as suggestions for creative design which may be applied with stick printing, with wax crayola, with dyes in spatter work, and sprays, or with the tie-dye process. Mats, scarfs, doilies, head scarfs, handkerchiefs, aprons and smocks for art work, boy's shirts, and neckerchiefs are among the useful articles which children may decorate.

Tin cans may be used for supports for book ends, and for candle holders, novelty baskets, creative figures and animals. Tin may be used for applique on wood and for creating variation in textures when tapped in with nails, or ball peen hammer for different parts of the design.

Cotton, wool and hides of animals are wasted when they might better be utilized in the art program. Naturally, in social science the study of leather, wool and cotton is important. Meaningful experiences for students could be effected by doing the actual process of tanning a hide to be used later in leatherwork in the class. Washing, carding and dyeing the wool and the cotton for yarns should make the weaving projects have a greater value or significance. The process of weaving lends easily to creative pattern.

Mosaics may be created with broken pieces of **venetian** and other **colored glass**, and from colored pebbles and stones to give wonderful color effects as well as texture qualities. Small sections of colored poster board, or even construction paper; leather; linoleum; tiles; plastic; seeds; shells; beads; buttons; and light weight cardboard may also be used to create beautiful, colored mosaics.

Corrugated boxes should find a place as inexpensive materials in the hands of a creative group. The texture of different boxes is interesting. The frames for wastepaper baskets, notebooks or portfolios may be cut from a corrugated box and covered with applied design. Corrugated boxes are useful in scenery construction, and in making such containers for games as pitching bean bags, filing

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cases, play furniture and for a host of other three dimensional projects namely, masks, puppets and puppet stages or theaters. Corrugated box sides also make good boards for tempera and casein painting. Ice cream cartons may be used as containers for twine and wastebaskets according to their sizes and can serve for problems in decoration. Designs in finger painting could be very exciting.

Puppets and marionettes can be useful in the school and they cost nothing but interest, ingenuity, and a little effort. The bodies may be made of light wood (carved), cloth (stuffed), innertube, brown paper sacks (stuffed with crumpled newspaper), and/or folded newspapers joined with cord. Papier mache' heads, hands and feet may be modeled. (The professional puppeteers use asbestos fibers in wheat paste to model their puppet heads, hands and feet. The mixture dries in the air or in the oven with the door open and only the pilot light turned on. When dry it has weight and the strength of steel). Designing and making of costumes are excellent creative problems. The story for a play and the scenery to be used with puppets or marionettes may be original and written by the children, or it may be some classic that is appropriate.

In many sections of our country the yuccas, "cat's claws", gourds and the like are available. The yucca gives fibers for braiding, weaving and rope-making. "Cat's claws" may combine to make creative and imaginative animals, birds, giant insects and space creatures. By adding feathers, hair, fur, buttons, seeds, shells, sequins, pipe cleaner, and/or other interesting material, children can create the characteristics they desire. Gourds are excellent for making rhythm instruments, bowls, trays, baskets, boxes and many unique novelties. Applied design can make them very gay. Some novelty shops will buy attractive hanging baskets, "leave-a-note", vases, creative animals and birds, just to itemize a few, and it might be very satisfying to create these items for school bazaars.

Mountainous sections have a never-ending supply of pine needles and pine cones. Pine needles are good material to be used in the weaving of baskets and mats while cones may be used in making creative, decorative

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units for many types of arrangements.

By collecting various articles such as small gourds, pine cones, cactus parts, beans from trees, etc. a child can make a pretty charm string of Latin American origin. For these charm strings the individual pods, seeds and cones may be painted and then strung on fine wire in a number of interesting arrangements.

In any locality, the teacher should encourage his pupils to look around to see what native or inexpensive materials could be used to make these charm strings, while they are hunting for other interesting materials for school activities. Suggestions could include uses of local plants in dried form; namely, sea weeds, dock, buckwheat, grasses, grain heads and straw.

A class might investigate any printing shops in the area for surplus papers. It is possible to glean several kinds and sizes of paper in different weights and colors. Any material of

Story-telling is a creative art which can be valuable in teaching younger children.

Louis L. Beck

"TELL US A STORY." Children frequently make this demand. But we as teachers often hesitate to

Mr. Beck is a sixth grade teacher at Mountain View school in Riverside.

this nature will suggest a world of uses. I name but a few—paper sculpture, paper folding, weaving, book-binding, montages, mobiles and other forms of paper construction—including dioramas and numerous stage sets.

Every child in every school should have the opportunity to experience some phase of creative art. He could if the teacher is aware of its importance to an integrated curriculum. The teacher and pupil must become more alert to the vast store of inexpensive materials which surround them.

tell stories. We read printed narratives to our classes, but seldom tell a story, much less make up one.

Original, creative stories can do a great deal to build class interest and morale at elementary or intermediate levels. They can help inspire individual students; and can increase understanding of the skill subjects.

An original creative story is one which is made up by the teacher for the children's enjoyment, and appropriate for the subjects and pupils in his specific class.

For example, if your class is studying Mexico, the action in the story should take place south of the border—in authentic settings. If your class is studying a social studies unit on Early California, your plot should center around life as it was in this particular period of history. Much geographical and cultural information can be presented in your story.

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the pupils in your class. You use their respective names, and realizing that each child is an individual with different problems and potentialities, you try to develop the fictional characters into the type of role that you feel each child should be. It is not the purpose of the story to "preach" a lesson—but needed social adjustments can be brought about through the fictional characters. A shy child might be given the role of a hero or villain. From my experience in telling original stories, I have found that children enjoy being the "bad man" in the episode, but justice must always succeed in the end.

As in all stories, there must be an interesting plot, as well as action and suspense. Thrilling dangers, narrow escapes, and romantic interests should be included. Detail in the form of geographical and cultural facts should be provided, but should not retard the action of the story. The action should be rapid, and the incidents true to real life. Historic descriptions and geographic details should be short, and interspersed with plenty of conversation.

An effective way to present the story is to use a microphone with the public address system or the record player, and tell the story as if it were a radio serial. Present only about ten or fifteen minutes of the story each day, and end each chapter with "continued tomorrow." During the week or two that a story is in progress, anticipation will be great among the students.

It requires very little time and energy to write a story for your class—in fact, it doesn't even have to be completely written down. The characters should be written down, so you won't make the mistake of mixing them up. The general plot should be outlined and divided into chapters to be continued the following day. If you don't feel creative, there are many sources of action-packed themes and plots in television plays, radio programs, and adventure books. By the time you change the setting and characters to fit your class needs, it will be so changed that it will be truly original.

Build interest and enthusiasm in your classroom. Tell them an original creative story.



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NOTICE—To All Teachers Who May Have Sent for the Cotton Bale Advertised in Last Month's Bulletin Board:

The State Department of Agriculture has advised that this may be a means of introducing either the cotton boll weevil or pink bollworm into this state. If you have sent for any of these bales, surrender them — and all seeds — at once to any county agricultural commissioner, or send to the State Department

of Agriculture, 1220 N Street, Sacramento 14, attention Bureau of Plant Quarantine.

Since California is the only major cotton producing state presently free of these serious pests, Journal readers will understand the importance of complying with this request.

BOOKS AND MATERIALS FOR THE TEACHER

Dr. Allan Nevins, noted historian and biographer, has joined the staff of the Huntington Library, San Marino, as Senior Fellow of Research. Teachers will know him as author of numerous American historical works. His work at the Huntington Library will first be centered on completion of his 6-volume history, *The Ordeal of the Nation*.

One of the *Journal's* book reviewers, L. E. Train, of Stockton, has had an article published in the current issue of *Journal of General Psychology*.

Dr. Will Hayes, teacher at Hope School in Santa Barbara, has written a book for children, titled *The Biggest Pig*. Published by Melmont Publishers, La Puente, California, sells for \$2. Dr. Hayes has written articles for *CTA Journal*.

CTA Southern Section has published two fine little booklets: *Classroom Discipline*, helpful Do's and Don'ts for maintaining a favorable classroom atmosphere, written by

Dr. Emery Stoops and John Dunworth; and *70 Easy Games in the Elementary Classroom*, by Geraldine Webb Settle. The discipline booklet costs 50c, the book of games, 35c. Quantity rates on each. Order from Southern Section.

A picture book, reader, spelling primer and first language book all in one is the *Young Reader's Color-Picture Dictionary*, by Dr. Margaret B. Parke, of Brooklyn College. It is a charming little book that will delight children. Illustrated by Cynthia and Alvin Koehler. 93 pages, \$1.95.

Tenth edition of the *California Almanac* has been published by the California Almanac Company, 4545 Hazelwood, Long Beach 8, California. 542 pages, many photographs. Biographical notes of great Californians is a new section in this edition. Clothbound, \$5.95, paper, \$4.95.

The International Reading Association has published the proceedings of its third annual conference under the title *Reading for Effective Living*. It is divided into six sections: discussion of the theme in the first general session; developing basic reading skills; fostering personal development through reading; understanding and helping the poor reader; creating books for children; and special problems in reading for effective living. 208 pages, \$2.00 per copy. Available from Scholastic Magazines, 33 W. 42nd St., New York 36.

Nancy Larrick, former president of the International Reading Association, has prepared *A Parent's Guide to Children's Reading*, published on a non-profit basis by Doubleday & Company (hardcover at \$2.95) and Pocket Books (paperback, 35c). Sponsored by the National Book Committee, it is intended for use by parents and teachers of children under thirteen.

The teacher looking for new ideas on gifts and gadgets for children to make will find a gold mine in *101 Gifts and Novelties Children Can Make*. Written and illustrated by Becky Shapiro. 127 pages, \$2.50. Published by Sterling Publishing Company, 419 Fourth Avenue, New York 16.

First prize in American Technical Society's Research Awards, has gone to the *Research Report* by John A. Fuzak, professor of industrial education at Michigan State. The report is on the role of physical maturation in determining the ability of junior high school boys to perform complex finger coordinative activities in industrial arts and an index to level of ability. 81 pages, plus appendix, \$1.50. Available from American Technical Society, 848 E. 58th St., Chicago 37.

Latest publication in the School-Community Development Study is *Economics and the Educational Administrator*, by Meno Lovenstein, associate professor of economics at Ohio State. Lovenstein believes that the economic education of school administrators is unsatisfactory, and indicates how he thinks the situation may be remedied. 171

pages, \$2.00. From College of Education, Ohio State University, Columbus, Ohio.

New PTA publication is *Looking On Your School*, questions to guide PTA fact finders. Covers such topics as curriculum, guidance and counseling services, interpersonal relations, library services, with suggested reading list for each. 31 pages, no price listed. From National Congress of PTA, 700 N. Rush Street, Chicago 11.

—V. L. TOEWE

LEARNING ABOUT CHILDREN, by Rebekah Shuey, Elizabeth Woods and Esther Young, Editor. J. B. Lippincott Co., New York; 1958; 283 pp., \$3.60.

To those teachers interested in how a child, unique in his own right, and in his own way, can be better understood and dealt with more wisely in his personality development, *Learning About Children* will give valuable help. The book alerts its readers to a study of current findings in the physical growth and personality development of children, and deals with these developmental tasks incumbent upon all children sequentially, scientifically and factually. It seeks to make its readers aware of basic feelings which all children have in this growth process, and shows how those

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who guide them through this developmental growth may help—not hinder—them.

The reader meets the child in family situations, in the role of baby sitter, in recreation centers, in school situations, in private offices of various helpers and agencies. The book may be adapted for use as a text, or is equally good for individual study.

Learning About Children is divided into five parts: growth of the child; the family in relationship to our culture; the baby through his first two years; the two-to-six-year-old; and the child as he grows physically, mentally and socially from six through twelve years.

Organization and style make for quick and easy comprehension; illustrations are plentiful and appropriate. At the end of each chapter there is a list of books and pamphlets for further reading, plus a list of films relating to topics discussed. To those searching for a better, more lucid understanding of growth characteristics of children, the book has much to offer.

—MARGARET F. GROENEVELD

STUDYING THE INDIVIDUAL PUPIL,

by Verna White. Harper & Bros., New York. 1958. 238 & xvi pp. \$4.

Dr. White has produced a strong, well-organized book, indicating her thesis and staying with it until the point is made. She has presented the importance of studying pupils as individuals even though in a group context. Such a point of view deserves a place in developing an American philosophy of education. This is not adequate for a school of educational philosophy but is important enough to become a significant part of our philosophy of education.

To accomplish such a program geared to the needs of individuals in groups is a problem. The many administrative details and changes in procedures plus the many changes in point of view of mature, as well as beginning, teachers are enough to give one pause. But not to this active author. To her, to see the problem is to solve it. She maintains that, since results are so worthwhile, and teachers can evaluate individual problems, all that is needed is to make sure that such situations arise. She is right. In pre-service and in in-service training programs, this method is effective.

Dr. White recognizes that *individuals* include the gifted who deserve and need help, sometimes more than the slower youngsters. Education has made real progress when the gifted are guided by gifted and wholesome persons into greater social and emotional maturity and productive mental accomplishments.

Case histories are included which add to the book's value. The statements that the primary objective of education today in this country is to assist children to a happier, more satisfying life, needs strengthening.

—L. E. TRAIN
Stockton

NEW DIMENSIONS IN COUNSELING STUDENTS: A CASE APPROACH, by Carolyn A. Sechrest. Bureau of Publications, Teachers College, Columbia University, New York, 1958. 115 pp.

The author points out that one of the major problems faced by the school coun-

selor grows out of failure to understand the implications of the setting in which he works. Because counseling takes place in an educational setting, it logically follows that its purpose should be educational. Therefore, the counseling relationship becomes a learning experience for the student. The counselor's goal should not be to provide therapy for his students, but rather to contribute toward the broader educational goals of the entire school.

Counseling is only one part of a much

larger goal of helping students grow toward realization of their potentialities, serving as a supplement to the other contributions of education to the development of individuals. Counseling, then, is the job of re-educating the student to help him with his faulty learnings, rather than "treating" him.

The author states that the counselor's problems are complicated by the multiple relationships within which he must work; relationships with students, faculty, staff, parents and outsiders.



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Different cases are used to demonstrate various aspects of counseling, each case including a summary statement on evaluating the relationship.

The author believes that the case method of learning is particularly applicable to the field of counseling because it affords the counselor an opportunity to project himself into the kinds of problems and situations that may confront him in his attempt to relate to students in counseling.

The author further believes that involvement in these cases will probably be of three different kinds: thinking, feeling and doing. She has attempted to afford breadth of discussion by presenting cases that follow no one approach to counseling and hopes that, by presenting cases which take various approaches, the individual may have more freedom in terms of his thinking and discussion and so be stimulated to more active inquiry and greater learning.

The case method of learning, as presented in this book, should be particularly applicable and helpful for planning in-service training for school counselors. The cases are interesting, well developed, and the "thought cues" which are included at intervals to stimulate discussion, should be helpful.

—DONALD J. KINCAID
Supv. Guidance & Counseling
Los Angeles City Schools

THE ELEMENTARY TEACHER IN ACTION. By Raymond H. Harrison and Lawrence E. Gowin. San Francisco: The Wadsworth Publishing Company, Inc. 1958. 298 pp. \$4.95.

The Elementary Teacher in Action attempts to clarify the role of a good teacher. The book emphasizes insights and understandings rather than methods. Ten timely areas in education are covered. These include: organization for instruction; home-school-community relations; the teacher and human relations; classroom management and pupil control; evaluating pupil progress; marking, grading, reporting; the teacher and school law; the school plant and its relationship to teaching; school finance; and in-service growth of teachers. The authors aimed to provide the basis for a working relationship between the best theory and the best practice. Since the book is purposefully brief, ample footnotes and selected bibliography lead the reader to more detailed discussion on any topic.

The authors' modern point of view, based upon experience in teaching and administration in elementary schools, is interestingly shared with readers of this book. While primarily beamed at the beginning teacher and introductory in nature, the text will have some value for in-service education.

The main strengths of the book lie in the emphasis placed upon: teaching as a vital profession directly affecting the well being of society; the school becoming a part of the community and not apart from it; the teacher's relationships with pupils, parents, fellow teachers and administrators; and the careful planning and directing of all school experiences so that each child may make optimum growth while under the direction of well-qualified teachers.

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CTA Journal, December 1958

Teaching Aids

AUDIO-VISUAL

A department on teaching films conducted by H. Barret Patton

• • •

Junior colleges of California normally have working arrangements with county or city audio-visual departments for use of educational motion pictures in instructional programs.

In a recent survey, we also learned that charges for film service in a majority of cases is on an ADA basis, ranging from 75 cents to \$1.10 per student. One junior college paid \$22.50 per teacher. Several counties in one area have combined facilities of

reviewer is impressed by the excellent format, careful editing, and clearness of print and photographs.

WILBUR H. DUTTON
UCLA

EDUCATION FOR THE GIFTED, 57th Yearbook of the National Society for the Study of Education, Part II. Robert J. Havighurst, Committee Chairman, Nelson B. Henry, editor, University of Chicago Press. 1958. 411 Pages, \$4 cloth, \$3.25 paper.

The book is divided into three general sections, with Section I consisting of only two chapters, the first of which is a symposium of five outstanding educators in the field on the topic, "Importance of Educating the Gifted." Second chapter traces the interest in talented people from ancient to modern times.

Section II is most valuable for those in administration, with contributions from Paul Witty, Ruth Strang, Marian L. Golberg and others.

Section III deals with actual school programs currently being developed for the gifted. The characteristics and objectives of such a program are listed and discussed in one chapter, with the actual selection and identification of students given in the next. Another chapter, "Guidance of the Gifted," emphasizes the need of more and better counseling. "Preparation of Teachers," by Frank Wilson of Hunter College, evaluates present patterns of teacher education in this field.

Education for the Gifted is the third section of study on this subject. Part I appeared in 1920 under the title, "Classroom Problems in the Education of the Gifted." Part II was published in 1924, entitled, "The Education of the Gifted Child." The present book completes the trio and is the concluding part of the committee's report on education of the gifted.

LILLIAN COLE

county superintendents' offices to form a pool of films for junior colleges.

Only one third of the colleges questioned owned motion picture films. Opinion seemed to indicate that it would be uneconomic to own film (which could become obsolete quickly) when loaning or leasing facilities were readily available.

Among sources listed for college-level educational films were:

University of California, Department of Visual Instruction, 2272 Union Street, Berkeley 4.

University of Illinois, Visual Aids Service, Champaign, Ill.

University of Indiana, Audio-Visual, Bloomington, Ind.

Association Films, 799 Stevenson Street, San Francisco.

Modern Talking Pictures, 1963 So. Vermont Ave., Los Angeles, or 444 Mission Street, San Francisco.

Pennsylvania State College, Audio-Visual Aids Library, State College, Pa.

California State Public Health Education, 780 Market Street, San Francisco.

Here are some current suggestions for educational films which have been pre-tested and are recommended for classroom use at the levels indicated:

PRINTING — A FUTURE UNLIMITED.
Film: 20 min.; Color; Free; Crown Zellerbach Corporation, Regional Printing

Paper Division, 36 So. Wabash Ave., Chicago 3, Ill.

This documentary film was produced by the Education Council of the Graphic Arts Industry to meet a long-felt need: to encourage more young people to enter the craft.

THREE FREE FILMS IN COLOR: RODNEY, 10 min.; **ARE YOU POSITIVE?** 13½ min.; **INSIDE STORY**, 14 min.

The first two are in light vein, the third in the form of demonstration and informal lecture, concerning tuberculosis and how to fight it.

NAVY DECLINE, THE NEW NAVY, AND THE WAR WITH SPAIN, (1865-1898). Film: 21 min.; Color. May be obtained for preview by writing to the distributor: United World Films, Inc., 1445 Park Avenue (Government Dept.), New York 29, N. Y.

The review covers decline of the U. S. Navy following the Civil War, the subsequent building of the "new Navy" and finally the role of the Navy in the war with Spain, and its development thereafter into a world-recognized great naval power.

CHLORINE — A REPRESENTATIVE HALOGEN. Film: 15 min.; Color; High School, College; Chemistry; Producer: John Sutherland Productions, Inc., 201 N. Occidental Blvd., Los Angeles 26. The film subject was selected by a sub-

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64. The Traveler's Friend—28 pages, purse-size booklet of tips for the traveler. Includes dollar exchange values and time changes all over the world, space for itinerary, expenses, and suggestions on gratuities. (First National City Bank of New York)

9. Folder with variety of European Tours planned especially for students and teachers. Twelve to nineteen countries, from \$1025 to \$1295. (Dittmann Travel)

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25. Some Odd Facts About Money. Interesting and humorous historical incidents make this usually serious subject fascinating. Students of basic economics, history or social studies will enjoy and learn from this booklet. (Pacific Finance Corp.)

33. Brochure outlining assistance available to persons who have written or are considering writing a manuscript and wish to know how to go about publication. (Greenwich Book Pub.)

36. Origins of New England folder on tour, summer 1959. University credit. Also folder on Collegiate Tours to Europe. Indicate which. (Arnold Tours)

49. Brochure on a different kind of tour through Europe and a corner of Africa. Twenty countries, 70 days, summer 1959. (Europe Summer Tours)

65. Literature on flexible itineraries of summer tours in Europe, Near and Middle East with time for study or sightseeing in country of your choice. (Ed. Tours to Europe)

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committee of the Manufacturing Chemists' Association's Education Advisory Committee, from a study by the Fund for the Advancement of Education of the Ford Foundation. The film demonstrates the preparation, physical and chemical properties, and uses of chlorine, visualizes certain experiments with chlorine which are too time-consuming or too hazardous to perform in an unvented classroom, and visualizes safe methods for handling of chlorine

COLONIAL FAMILY OF NEW FRANCE.

Film: 13½ min.; B & W \$68.75, Color \$125; Intermediate, Junior High, Social Studies; Coronet; Craig Corporation, 215 Littlefield Ave., South San Francisco, or 3410 So. La Cienega Blvd., Los Angeles 16.

Authenticity of settings, and colonial life's freedom, hardships and pleasures, in New France in about 1700, is a feature of this film.

THE SEA OTTER. Film: 11 min.; Color; Elementary, Secondary, College, Adults; Natural Science, Conservation, Social Studies; Arthur Barr Productions, 1265 Bresee Avenue, Pasadena.

Scenes show the California Sea Otter in his natural habitat, as photographed by R. A. Boolootian, Ph. D., with long-range telephoto lenses. The otter's home, feeding habits, its enemies, rate of reproduction, care of the young, and the need of protection are featured.

HEALTHY FAMILIES. Film: 10 min.; B & W \$55, Color \$110; Primary; Health, Science; Film Associates of California, 10521 Santa Monica Blvd., Los Angeles 25.

Basic health practices — keeping clean, eating the right foods, rest, playing outdoors — are demonstrated by the zoo doctor, as he tells how he helps keep his animal families healthy. The doctor's role as a friend, and the importance of good health practices, are emphasized.

PAINTING SHADOWS. Film: 11 min.; Color, \$100; High School, College, Adult; Art; Encyclopaedia Britannica Films, Inc., 7250 MacArthur Blvd., Oakland, or 5625 Hollywood Blvd., Hollywood 28.

An important addition to the Eliot O'Hara art series, *Painting Shadows* clearly relates the physical laws of light to the specific requirements of the art student, indicating that he may falsify or change shadow colors in the interests of harmony.

BOWMAR RECORD ALBUMS, ranging in price from \$5.95 to \$7.75 (except for instrumental study, which may run higher), are distributed by John Gunter, 126 North B St., San Mateo. Subject areas represented are: Folk Songs for intermediate and upper grades, Folk Dances, Singing Games, and Dances for primary and intermediate grades, Basic Rhythms, and Primary Listening, Singing and Learning, also "Speech and Sound," Instrumental Study, Christmas Carols, Descants, Folk Music of Foreign Countries.

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editorial postscript

James

My good friend, Max Rafferty, whose name has appeared among CTA Journal authors for the last four years, is a brilliant and colorful writer. He is an individualist of deep conviction and he conveys his opinions forcefully and convincingly. His "Cult of the Slob" in November issue of *Phi Delta Kappan*, though somewhat violent and extreme, moves his readers to agreement on the social menace of the juvenile types he describes. But he will also

TELEVISION FILMS ARE AVAILABLE FROM CTA

Three half-hour films which delivered terrific public impact at the time of their telecasting in recent months, have been secured by California Teachers Association for distribution to local teacher associations or community groups.

Since the films are in constant demand, it is recommended that reservations be placed with CTA Public Relations department well in advance of showing time. There is no charge for the loan. Here are the titles and descriptions:

SATELLITES, SCHOOLS AND SURVIVAL (30 minutes). Documentary film report on vital problems and prospects of public schools. Discusses classroom and teacher shortages, the nature of curriculum, amount of "frills" and elective courses offered, training of scientists and other controversial issues. Charles Van Doren is m.c. Also: V.P. Richard Nixon; H. Rowan Gaither, Jr.; Sen. Lyndon Johnson (D. Tex.); Dr. William B. Carr, Executive Secretary, NEA, and James R. Killian, Jr., president MIT and special assistant to President Eisenhower.

EDUCATION '57 (30 minutes). Report on the 1957 Education "picture" in the Bay Area; comments by Jack Rees, former president, CTA; John McCuen, former president CSTA; Mrs. Eloise Honette, Mt. Diablo Unified Schools, Concord. This program was produced by KPIX, San Francisco, with the cooperation of California Teachers Association.

IS THERE A CRISIS IN OUR SCHOOLS? (30 minutes). Jack Rees, former CTA president; Dr. James Stone, director Teacher Education, UC, Berkeley; Thomas Morgan, teacher, Jefferson elementary, Berkeley.

CTA Public Relations (693 Sutter St., San Francisco 2) also has on hand copies of the seven feature films produced by NEA. They are all 16 mm. color.

stir the indignation of many who feel that teachers must accept major responsibility for finding and correcting causes for delinquency.

A function of education is the development of maturity in the lives of students. At primary and elementary levels, when the teacher sees signs of misdirection in his students, he tries to find and correct the causes of maladjustment and anti-social behavior—insofar as the classroom may permit such action. But when the young person gets into junior high and high school, he is expected to accept new and growing responsibilities in his relationships with others. If he does not—if he becomes a punk and a slob—his delinquency will frustrate and frighten the teacher who tries to make him conform to the demands of the civilized state.

It is reasonably easy to understand the sympathy an elementary teacher feels for the youngster who begins to stray from a normal happy life. It is equally easy to understand how the secondary teacher, intent on projecting his subject matter, should be less concerned with psychological research. Expecting greater maturity in his students, he can be pardoned for revolt against a minority disruption of classwork. Some of us think he can even be granted a vote of approval if he says "Do your work and keep your peace—or get out and stay out."

The law makes it clear, however, that it is education's responsibility to educate and even to rehabilitate. We have not yet settled the question of whether the school is obliged to baby-sit for chronic trouble-makers or parry the switch-blades of hate-filled young psychopaths. Law and conscience say we must do our best for the delinquent, at least until he reaches school-leaving age. But there must also be protection for teachers and the vast majority of responsible students, who fear and detest Max's blood-curdling "slob."

That rejection of the delinquent cannot be a final answer by the schools is evident in the exhaustive studies now being conducted by NEA. We know that cause and effect are both complex and frustrating. And we also know that the "slob" is a social problem requiring solution by the combined forces of society. The teacher must not take the beating alone.



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To a youngster, the whole world—from sea to stratosphere—is his to explore. From his searching... studying... questioning, he occasionally grasps the meaning of what he sees. It is then—when he uncovers for himself a bit of the wonders of nature and science—that he experiences the joy that comes with discovery.

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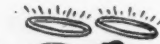
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